

The book cover features a dark blue background. The top left corner shows the Indonesian flag (red and white horizontal stripes). The bottom right corner shows the Union Jack (British flag).

# **Translation Practice**

## **(Indonesia – English)**

**Dr. Hj. Farida Repelita Waty Kembaren, M.Hum**



**Translation Practice (Indonesia - English)**

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## **Foreword**

The demand of writing scientific papers for international journals requires every academicians to translate his/her research paper from Indonesian into English. This book aims to presents the theory and practice of translating scientific papers from Indonesia into English. After exploring and completing the translation practices in this book, it is expected that students will be able to translate either his/her scientific paper or other people's scientific paper (his translation client).

This book covers on several topics, such as; freelance translator, poorly written source text, technical terms, the choice of words, revising translation product, subtitle, translation strategy, procedure, and method, translating novel, and problems in translation. The topics discuss about the common practical problems faced by translators in translating Indonesian to English text.

Many of the ideas for writing this book have grown out of conversations and interactions with my colleagues, fellow English lectures, and English Education Department students at Tarbiyah Faculty, State Islamic University of North Sumatra. They have encouraged helped me by offering comments and suggestions to this book. Finally, I hope that this book will be useful for students of English Education Department to enhance their understanding of translation theories and practice.

Medan, September 2018

Dr. Hj. Farida Repelita Waty Kembaren, M.Hum.

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## **Chapter I**

### **Freelance Translators**

Do you want to be a freelance translator? Here are some tips that will help you to be a freelance translator:

1. Send your application letter, CV, and an example of your translation product (the source text and the target text). In your application letter, you may tell your wish to be a freelance translator and collaborate with the publishers including your experience in translating, your TOEFL score, your education level, the language courses you've taken, living abroad, and anything that can support your statement to be a freelance translator. In addition, you can tell the publishers about your ability in translating texts, the genre of books that you like to read or you often translate. Some publishers you can check online are; Gramedia, Qanita, Serambi, and Bentang.
2. Pay attention to the information on the online website of publishers. Most of publishers have their own Twitter, Facebook, Instagram, or Blog. Follow their accounts and try to join their discussion online.

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3. Pay attention to job vacancy in Bahtera (Yahoo Group Bahtera). You need to join this group before you can follow the discussion. Find the Yahoo Group Bahtera from your search engine (Google or Yahoo). Click “join this group”, and fill the information needed, and click “send request”.


<https://groups.yahoo.com>

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**BAHTERA ~ Milis Bahasa dan Terjemahan Indonesia**

 Restricted Group, 4572 members

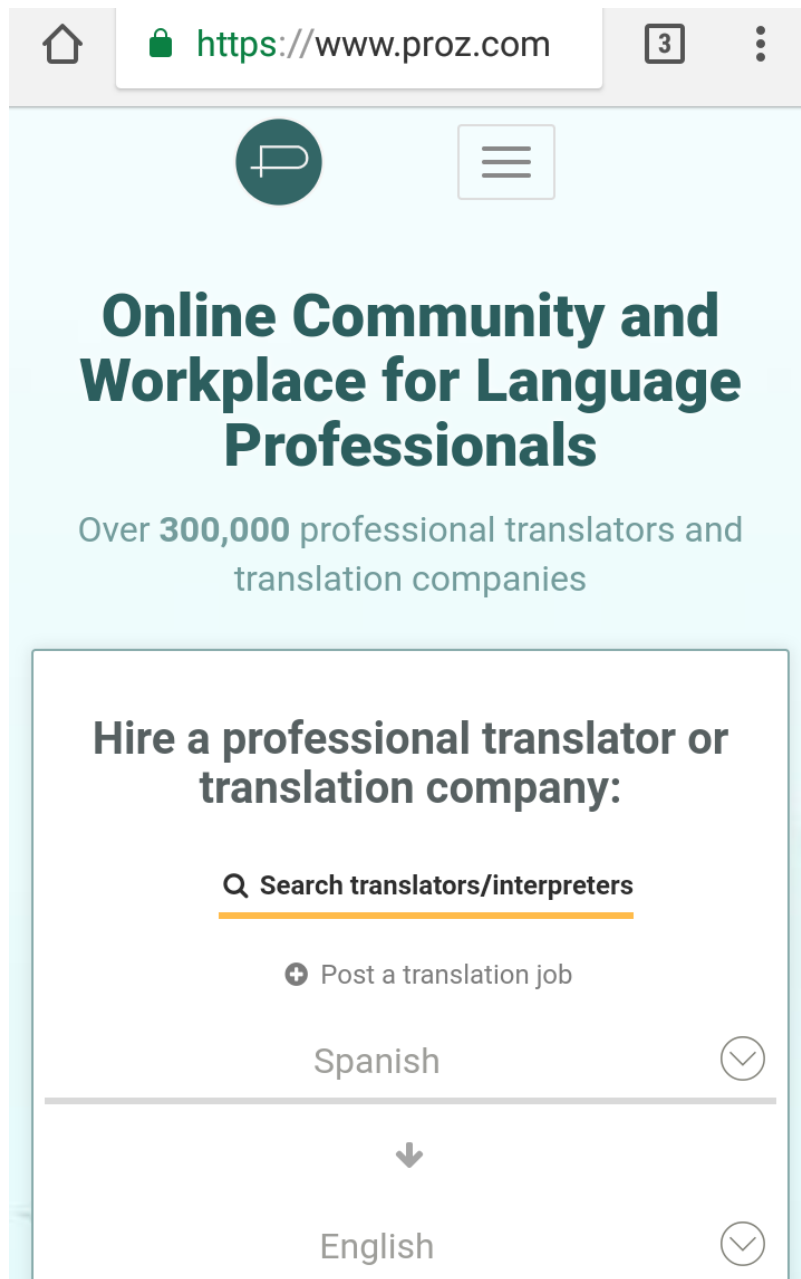
, added in the last 7 days

### Group Description

Milis diskusi mengenai bahasa Indonesia dan penerjemahan yang sangat aktif dengan jumlah kiriman sekitar 50/hari.

Moto: asah, asih, asuh  
Tanggal Pendirian: 3 Juli 1997

4. Join Translators Social Networking websites; Proz ([www.proz.com](http://www.proz.com)) and Translatorscafe ([www.translatorscafe.com](http://www.translatorscafe.com)) .Create your own profile as “Freelance Translator” in Translator Spot ([www.translatorspot.com](http://www.translatorspot.com)). These websites will help you find your clients after you register as a freelance translator or translator company in their websites.





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Forum


  
TCTerms

  
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Pengonversi  
Unit

  
Pesan Masuk

  
Daftar

  
Masuk

5. Promote your Translator Company by creating a video promotion and leaflet.

Share the video promotion and the leaflet on online social media; YouTube, Instagram, Facebook, Twitter. Following is an example of the transcripts you're your video promotion:

*A: Alhamdulillah, artikel penelitianku udah selesai.*

*B: Wah, selamat ya!*

*A: Makasih, tapi ini masih dalam bahasa Indonesia, belum diterjemahkan.*

*Kalau diterjemahkan sendiri, takut salah terjemah. Gimana ya...?*

*B: Jangan bingung, kan kita bisa minta tolong biro terjemahan untuk menerjemahkan artikel kamu.*

*A: Yang bener? Dimana?*

*B: Nah, buat kamu yang membutuhkan jasa biro terjemahan, "Biro Terjemahan Kita-Kita" hadir dengan penerjemah yang handal dan terpercaya.*

*A: Pasti mahal...*

*B: Terjangkau banget. Satu lembar kamu cuma dikenakan biaya 15.000 aja. Gratis ongkir.*

*A: Wah, mau dong. Gimana caranya?*

*B: Kamu bisa kunjungi blog "Terjemahan Kita-Kita" dan submit dokumen kamu.*

*A: Sip!*

*A&B: Kalau begitu yuk kunjungi “Terjemahan Kita-Kita”. Harga terjangkau, hasil terjemahan amboy!*



**TRANSLATION AGENCY**

Bingung menerjemahkan tugas?  
Tidak sempat menerjemahkan tugas?

**BUTUH PENERJEMAH?**  
**NEED TRANSLATOR?**

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JASA MENERJEMAHKAN TEKS DARI BAHASA:  
Indonesia - Inggris  
Inggris - Indonesia

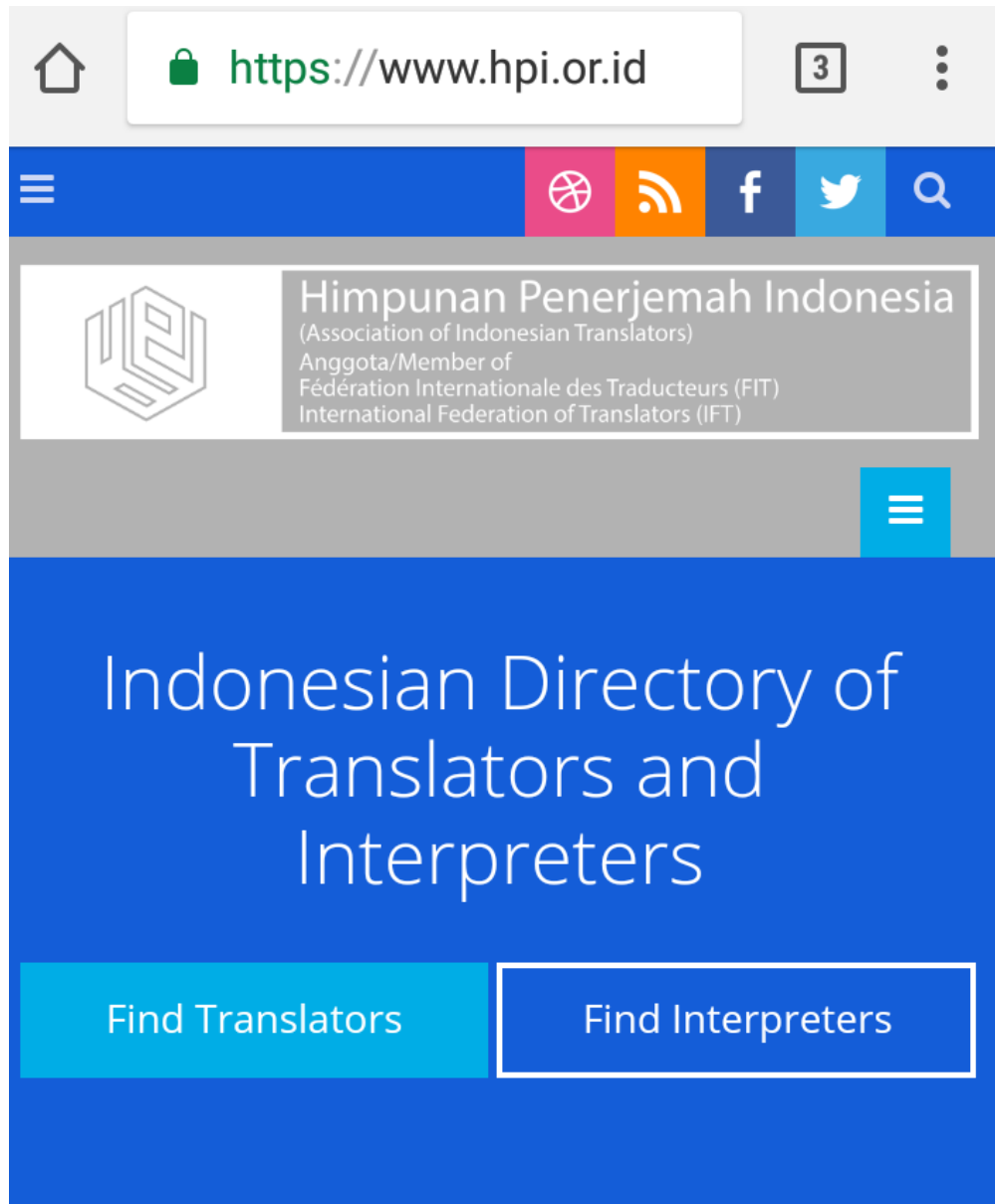
 

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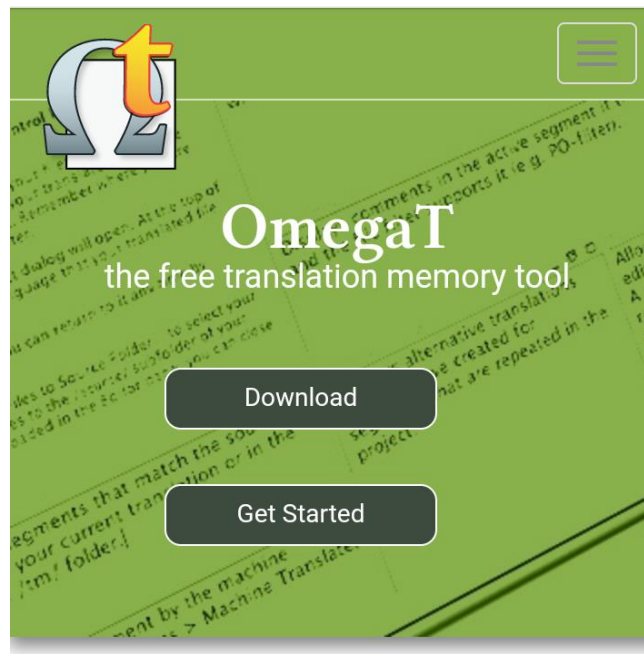
**AKURAT! CEPAT! MURAH!**  
**DAN TERPERCAYA!**

6. Join translation association websites, such as; AUSIT, ITI, and *Himpunan Penerjemah Indonesia* (HPI; <https://www.hpi.or.id>)



7. Get used to CAT (Computer Assisted Translation) such as; SDL Trados, OmegaT (free: <http://omegat.org/en/>) . Using CAT is useful because they the software stores what you've translated in its memory. Therefore, when you want to translate the similar sentence in the future, you don't need to translate it again because the software will provide the automatic translation for you.



**OmegaT** is a free translation memory application written in Java. It is a tool intended for professional translators. It does not translate for you! (Software that does this is called "machine translation",

**Task 1:** Follow the steps above and be a member of milis Bahtera, HPI, Proz, Translators Spot, Translator Café. Then, create a video promotion and brochure of your Translation Agency. Finally, post the brochures and video promotions to online social media such as; Facebook, Instagram, and YouTube.

## Chapter II

### Poorly Written Source Content

#### A. Overview

Sometimes, poor translation quality is due to poorly written source content. As a translator, you may experience this kind of difficulty, for examples; you may hard to catch the Author's ideas in the source text, the text is hard to read because there are a lot of typos, or the language used in the source text is mixed with specific terminologies, and etc. In this chapter, you will explore and try to suggest a better solution to produce a good translation product. Following is an example of poorly written source text which is translated from Indonesia into English by Translator A and Translator B. Please compare the translation products below, and discuss the differences.

#### Example 1: Poorly Written Abstract translated into English by Translator A

**Source Text: (Retrieved from: Rizki Afriansyah, 2017)**

Komunikasi merupakan sebuah proses dalam mana seseorang atau beberapa orang, kelompok, organisasi, dan masyarakat menciptakan, dan menggunakan informasi agar terhubung dengan lingkungan dan orang lain. Namun untuk era sekarang yang merupakan era masyarakat siber yang salah salah satunya merupakan mahasiswa KPI IAIN Sultan Maulana Hasanuddin Banten. Dengan terkoneksi internet, maka akan menghubungkan satu orang dengan orang lain yang dekat maupun jauh sekalipun. Kondisi seperti ini membuat gaya komunikasi menjadi berubah. Masyarakat sekarang menyukai komunikasi berbasis aplikasi *instant messaging* seperti WhatsApp.

Dari aplikasi tersebut terselip suatu fitur yaitu *emoticon*. Berdasarkan latar belakang diatas, maka rumusan masalah dalam penelitian ini adalah: 1) Bagaimana fungsi *emoticon* sebagai bentuk komunikasi simbolik di kalangan mahasiswa KPI IAIN Sultan Maulana Hasanuddin Banten, 2) Bagaimana pengaruh *emoticon* sebagai bentuk komunikasi simbolik untuk efektivitas berkomunikasi di kalangan mahasiswa KPI IAIN Sultan Maulana Hasanuddin Banten. Tujuan dari penelitian ini adalah: 1) Untuk mengetahui fungsi *emoticon* sebagai bentuk komunikasi simbolik di kalangan mahasiswa KPI IAIN Sultan Maulana Hasanuddin Banten. 2) Untuk mengetahui pengaruh *emoticon* sebagai bentuk komunikasi simbolik untuk efektivitas berkomunikasi di kalangan mahasiswa KPI IAIN Sultan Maulana Hasanuddin Banten. Dalam penelitian ini, penulis menggunakan metode kualitatif. Seluruh data yang ada diperoleh melalui *field research* sebagai sumber utama. Berdasarkan penelitian yang telah dilakukan, dapat disimpulkan bahwa: fungsi *emoticon* sebagai bentuk komunikasi simbolik di kalangan mahasiswa IAIN KPI Sultan Maulana Hasanuddin Banten menurut salah satu pewawancara ialah komunikasi via aplikasi WhatsApp itu seru, banyak fitur-fiitur yang membuat penggunaanya nyaman dan betah berlama-lama berkomunikasi dengan lawan komunikasi saya. Terlebih lagi adanya *emoticon* yang menjadi perwakilan suatu ekspresi yang tidak bisa di utarakan dengan tulisan, dan lebih men *direct* jika bentuknya visual atau gambar, seperti *emoticon*.

Lalu pengaruh *emoticon* sebagai bentuk komunikasi simbolik untuk efektivitas berkomunikasi di kalangan mahasiswa KPI IAIN Sultan Maulana Hasanuddin Banten adalah ada 3 aspek efektivitas, yaitu aspek pemahaman, aspek kesenangan dan aspek memperbaiki hubungan.

- **Target Text: Translated by Translator A**

Communication is a process in which someone or some people, groups, organizations and communities create, and use information to connect with the environment and others. But for the present era which is the era of cyber society one of them was a student of KPI IAIN Sultan Maulana Hasanuddin Banten. By connecting to the internet, it will connect one person to another near and far even though Conditions like this make the communication style change. People now like instant applicaton-based communication messaging like WhatsApp. A feature is included in the application namely emoticons. Based on the background above, the formulation of the problem is in this research is: 1) How the emoticon functions as a form symbolic communication among KPI IAIN students of Sultan Maulana Hasanuddin Banten, 2) How does the emoticon affect as a form symbolic communication for the effectiveness of communicating among people KPI IAIN student Sultan Maulana Hasanuddin Banten. The purpose of this study are: 1) to find out the function emoticon as a form of symbolic communication among KPI students IAIN Sultan Maulana Hasanuddin Banten.



2) To find out the effect of emoticons as a form of symbolic communication for effectiveness communicate among KPI IAIN students of Sultan Maulana Hasanuddin Banten. In this study, the author uses the method qualitative. All available data is obtained through research fields are main source. Based on the research that has been done, it can concluded that: the emoticon function is a form of symbolic communication in the circles students of IAIN KPI Sultan Maulana Hasanuddin Banten according to wrong one interviewer is communicating via the WhatsApp application is fun, many features that make users comfortable and at ease communicate with my communication partner for a long time. What's more emoticons that represent representations that cannot be expressed with writing, and more direct if the shape is visual or image, like emoticons. Then the effect of emoticons as a form of communication symbolic for the effectiveness of communication among IAIN KPI students Sultan Maulana Hasanuddin Banten is there are 3 aspects of effectiveness, namely aspects of understanding, aspects of pleasure, and aspects of improving relationships.

- **Target Text: Translated by Translator B**

Communication is a process when someone, some people, groups, organizations and communities create and use information to connect with the environment and others. Today, everyone, including every student of *Komunikasi Penyiaran Islam* (KPI) IAIN Sultan Maulana Hasanuddin Banten, is part of cyber society.

By connecting to the Internet, someone will be able to communicate with somebody nearby or faraway even though it changes the communication style. Now, people are really into application-based communication (instant messaging) like WhatsApp. In this application, there is one feature called “Emoticon”. Based on the background of study above, the formulations of the problem in this study are: 1) How does the emoticon function as a form of symbolic communication among students in KPI IAIN Sultan Maulana Hasanuddin Banten? 2) How does the impact of Emoticon as a form of symbolic communication for the effectiveness of communication among students in KPI IAIN Sultan Maulana Hasanuddin Banten?. The aims of this study are: 1) to find out the function of Emoticon as a form of symbolic communication among students in KPI IAIN Sultan Maulana Hasanuddin Banten, 2) To find out the effect of Emoticon as a form of symbolic communication for the effectiveness of communication among students in KPI IAIN Sultan Maulana Hasanuddin Banten. This study uses qualitative method. The data were obtained from field research. Based on the study that has been conducted, it can be concluded that; Emotion which functions as a form of symbolic communication among students in KPI IAIN Sultan Maulana Hasanuddin Banten via WhatsApp is fun, it has a lot of features that makes the users feel comfortable and at ease when communicating with someone. In addition, Emoticon can represent an emotion which cannot be expressed in written text, and the communication becomes more direct if expressed through visual image like Emoticon.

Then, the impact of Emoticon as a form of symbolic communication among students in KPI IAIN Sultan Maulana Hasanuddin Banten includes three aspects: the aspect of understanding, the aspect of pleasure, and the aspect of improving relationship.

### Discussion:

After reading the translation product of Translator A and B, we notice that Translator B translates the abstract better than Translator A. Please discuss the differences between the target text A and target text B in your groups. Then explain the results of your discussion in front of the class. For example;

Source Text	Target Text	Discussion
Komunikasi merupakan sebuah proses <b>dalam mana seseorang atau beberapa orang, kelompok, organisasi, dan masyarakat menciptakan, dan menggunakan informasi agar terhubung dengan lingkungan dan orang lain.</b>	<b>Translator A</b> Communication is a process <b>in which someone or some people, groups, organizations and communities</b> create, and use information to connect with the environment and others.	The phrase “dalam mana” basically means “ketika”. Translator A translates “dalam mana” as “in which”. The phrase “in which” is incorrectly translated to effectively convey the message of the source text into the target text. Actually, translator A should not follow the
	<b>Translator B</b> Communication is a	

	<p>process <b>when someone, some people, groups, organizations and communities</b> create and use information to connect with the environment and others.</p>	<p>grammatical structure of the source text (someone <b>or</b> some people, groups, organizations and communities). However, translator B follow the correct grammar of the target language (someone, some people, groups, organizations and communities) by omitting “or” and adding “and” to sound more naturally.</p>
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Now, please follow the example above, and share your analysis and result of discussion with your friends in the class.

## **B. Parts of an Abstract**

As a translator, you should know that an abstract is a summary of a paper. It provides the readers information about what the paper is all about. According to APA manual, an abstract should be written within 150-250 words. Most of international journal requires the following things in an abstract, namely; Introduction, methods, results, and conclusions. Translator should understand that the information above

(Introduction, methods, results, and conclusions) should be written in order in the target text.

Please read the information below. It will help us, as translators, in translating an abstract of scientific paper. Sometimes, these following things are not included in the source text. As translators, we should be familiar with parts that should be consisted in an abstract in order to produce a better quality translation. When we notice that the abstract is lack of one of these parts, we can consult it with our client (the author).

## 1. Introduction

In this part, you should provide introductory background information that leads into the aims of conducting the research. You only need to write 1-3 sentences that will give enough information for the target readers about why you have to conduct this research. For example;

Example 1:

*The paper reports on a quasi-experimental study investigating the effect of cognitive linguistics-grounded instruction on learning the preposition in, on, and at, which are known to pose tremendous difficulty to English language learners due to their language-specific features and polysemous nature. (David Wijaya, 2018)*

In Example 1, we can see that the author mentions his reason of conducting the research (the problem of study) by writing that “ learning the preposition in, on, and at, which are known to pose tremendous **difficulty** to English language learners due to their language specific features and polysemous nature”; he also mentions his aim of

study by writing “the paper **reports on** a quasi-experimental study investigating the effect of cognitive linguistic-grounded instruction on learning the preposition.

## 2. Methods

The methods of your abstract summarize the basic design of your study, and it should be described briefly. For example;

Example 1:

***This data were collected through** in-depth interviews and participant observations and were analyzed using qualitative approach. )*

In Example 1, the author mentions that the methods of collecting the data are through interviews and observations and using qualitative approach.

Example 2:

***The research was conducted by using** descriptive statistical method to gain a description of the senior high school students' competency in mathematics subject based on their Final National Exam Score. (Desi Rahmatina, 2018)*

In Example 2 above, the author mentions that the method of her study is “descriptive statistical method”.

## 3. Findings

The findings of study should be described clearly, specific, and only the most important findings that will be mentioned in the abstract because the main reason of people reading an abstract is to learn about the findings. For example;

Example 1:

*The findings show that the dimension of individual consideration, charisma, and motivation in transformational leadership have a significant effect on job satisfaction among the teachers. (Siaw-Choon Loo and Ying-Leh Ling, 2018)*

#### **4. Conclusion**

The conclusion is the last 1-2 sentences of an abstract, and it should state the conclusion concisely and avoid overstatements. For example;

Example 1:

*Considering the findings, the researchers suggest that the technology-based projects discussed in the present study may become viable learning activities to prepare pre-service EFL teachers to deal with the effort and initiative by the Ministry of Education in some countries to encourage local teachers integrating the best and wisest use of technology into lessons. Pedagogical implications for teaching and learning CALL as well as direction for further research were discussed in the study. (Yustinus, 2018)*

Example 2:

*Based on the findings obtained, the two-ways relations between the middle leaders and teachers need to be improved by adopting an open approach working to understand the work-relate problems. (Lingyileh, 2018)*

#### **Task 2: Translating Abstracts**

Please translate the following abstracts into English. Every group should translate one of the following abstracts. After that, every group will present the translation product and get some suggestions from other groups. Please pay attention to the use of specific terminologies and word choice. After discussing the translation product of each group,

please summarize the result of your discussion and post it on online social media, such as; Facebook and Instagram.

**1. Agustina Putri, 2017 (Peran Ulama Dayah Aceh Jabal Rahmah dalam Mengantisipasi Perubahan Sosial Keagamaan di Kecamatan Tapak Tuan Kabupaten Aceh Selatan)**

*Penelitian ini bertujuan untuk mengetahui aktivitas Ulama Dayah Aceh Jabal Rahmah mengantisipasi perubahan sosial keagamaan di masyarakat Tapak Tuan Kabupaten Aceh Selatan, mengetahui faktor yang mempengaruhi perubahan sosial keagamaan pada masyarakat Tapak Tuan Kabupaten Aceh Selatan dan untuk mengetahui hambatan bagi Ulama Dayah Aceh Jabal Rahmah dalam mengantisipasi perubahan sosial keagamaan di Tapak Tuan kabupaten Aceh Selatan. Penelitian ini merupakan penelitian lapangan (Field Research) dengan menggunakan pendekatan sosial (Social Approach) sedangkan datanya diuraikan dengan metode kualitatif deskriptif. Pengumpulan data dalam penelitian ini dilakukan dengan wawancara dan studi pustaka. Informan dalam penelitian ini adalah ulama Dayah Aceh Jabal Rahmah Tapak Tuan. Hasil penelitian ini menunjukkan bahwa peran ulama Dayah Aceh Jabal Rahmah dalam mengawal perubahan sosial keagamaan di masyarakat Tapak Kabupaten Aceh Selatan sangat besar. peran tersebut diaplikasikan dalam berbagai aktifitas dalam bidang keagamaan dengan melaksanakan ceramah dan bimbingan agama melalui pengajian-pengajian yang telah terjadwal, bidang pendidikan, bidang sosial dan bidang ekonomi. Faktor yang mempengaruhi perubahan sosial keagamaan di masyarakat Tapak Tuan kabupaten Aceh Selatan antara lain. Pertama kemajuan teknologi dan ilmu pengetahuan. Kedua masuknya budaya Barat ke wilayah Tapak*



*tuan. Ketiga pemberontakan Gerakan Aceh Merdeka (GAM). Kempat perubahan kondisi sosial dan politik bangsa. Beberapa faktor yang menjadi hambatan bagi ulama Dayah Jabal Rahmah dalam mengantisipasi perubahan sosial keagamaan Perubahan kondisi. Pertama, perubahan kondisi sosial masyarakat. Kedua lemahnya SDM yang dimiliki oleh sebagian masyarakat dan dayah. Ketiga kemajuan teknologi dan masuknya budaya Asing ke wilayah Tapak Tuan. Keempat sifat ego, enggan dan ketidak pedulian masyarakat dalam meneladani ulama dayah. Kurangnya dukungan pemerintah dan LSM dalam pengembalian peran ulama sebagai pewaris nabi ditengah-tengah masyarakat.*

## **2. Wirda Yanti, 2017 (Keberadaan Tempat Pembuangan Akhir terhadap Pengembangan Ekonomi Komunitas Pemulung)**

*Skripsi ini berjudul “Keberadaan Tempat Pembuangan Akhir Gampong Jawa Terhadap Pengembangan Ekonomi Komunitas Pemulung (Studi di Gampong Jawa Kecamatan Kuta Raja Kota Banda Aceh)”. Adapun pembahasan skripsi ini ditujukan untuk mengupas beberapa permasalahan pokok yaitu: Pertama, bagaimana kondisi perekonomian komunitas pemulung di Gampong Jawa. Kedua, bagaimana pemulung memanfaatkan TPA Gampong Jawa dalam pengembangan ekonomi mereka. Dan yang menjadi tujuan dari penelitian ini adalah untuk mencari jawaban dari persoalan pokok yaitu untuk mengetahui bagaimana kondisi perekonomian komunitas pemulung di Gampong Jawa, dan untuk mengetahui bagaimana pemulung memanfaatkan TPA Gampong Jawa dalam pengembangan ekonomi mereka. Untuk menjawab pertanyaan tersebut, maka penulis menggunakan metode penelitian lapangan (Field Research) yang bersifat kualitatif deskriptif. Penelitian ini menggunakan sampel yang bertujuan*

*(purposive sampling) yang informannya ditetapkan berdasarkan kriteria tertentu. Teknik pengumpulan data dilakukan dengan cara wawancara, observasi, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa kondisi perekonomian masyarakat pemulung sudah membaik tetapi kebanyakan diantara mereka tidak tahu cara memanfaatkan penghasilannya secara baik agar mereka bisa memperbaiki kehidupan dan penghasilannya. Mereka tidak mengerti bagaimana cara memanfaatkan uang tersebut sebagai modal usaha lain karena mereka tidak tahu usaha apa yang bisa mereka lakukan. Pemulung memanfaatkan Tempat Pembuangan Akhir sebagai lahan tempat mata pencaharian mereka dalam mempertahankan ekonomi keluarga, dengan cara mereka memilih atau mengutip sampah-sampah yang bisa di daur ulang untuk mereka jual dan sampah yang tidak bisa di daur ulang mereka peram untuk di jadikan pupuk lalu mereka jual kepada petani.*

**3. Ulfa Nurul Fadhillah, 2013 (Respon Mahasiswa Komunikasi dan Penyiaran Islam UIN Syarif Hidayatullah Jakarta terhadap Program Dakwah Hikayat di Indosiar)**

*Skripsi ini berjudul “Keberadaan Tempat Pembuangan Akhir Gampong Jawa Terhadap Pengembangan Ekonomi Komunitas Pemulung (Studi di Gampong Jawa Kecamatan Kuta Raja Kota Banda Aceh)”. Adapun pembahasan skripsi ini ditujukan untuk mengupas beberapa permasalahan pokok yaitu: Pertama, bagaimana kondisi perekonomian komunitas pemulung di Gampong Jawa. Kedua, bagaimana pemulung memanfaatkan TPA Gampong Jawa dalam pengembangan ekonomi mereka. Dan yang menjadi tujuan dari penelitian ini adalah untuk mencari jawaban dari persoalan pokok yaitu untuk mengetahui bagaimana kondisi perekonomian komunitas pemulung*

*di Gampong Jawa, dan untuk mengetahui bagaimana pemulung memanfaatkan TPA Gampong Jawa dalam pengembangan ekonomi mereka. Untuk menjawab pertanyaan tersebut, maka penulis menggunakan metode penelitian lapangan (Field Research) yang bersifat kualitatif deskriptif. Penelitian ini menggunakan sampel yang bertujuan (purposive sampling) yang informannya ditetapkan berdasarkan kriteria tertentu. Teknik pengumpulan data dilakukan dengan cara wawancara, observasi, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa kondisi perekonomian masyarakat pemulung sudah membaik tetapi kebanyakan diantara mereka tidak tahu cara memanfaatkan penghasilannya secara baik agar mereka bisa memperbaiki kehidupan dan penghasilannya. Mereka tidak mengerti bagaimana cara memanfaatkan uang tersebut sebagai modal usaha lain karena mereka tidak tahu usaha apa yang bisa mereka lakukan. Pemulung memanfaatkan Tempat Pembuangan Akhir sebagai lahan tempat mata pencaharian mereka dalam mempertahankan ekonomi keluarga, dengan cara mereka memilih atau mengutip sampah-sampah yang bisa di daur ulang untuk mereka jual dan sampah yang tidak bisa di daur ulang mereka peram untuk di jadikan pupuk lalu mereka jual kepada petani.*

**4. Tia Fitriyani, 2015 (Optimalisasi Kinerja Unit Asuransi Syariah Menghadapi Kebijakan Spin Off)**

*Skripsi ini berjudul “Keberadaan Tempat Pembuangan Akhir Gampong Jawa Terhadap Pengembangan Ekonomi Komunitas Pemulung (Studi di Gampong Jawa Kecamatan Kuta Raja Kota Banda Aceh)”. Adapun pembahasan skripsi ini ditujukan untuk mengupas beberapa permasalahan pokok yaitu: Pertama, bagaimana kondisi perekonomian komunitas pemulung di Gampong Jawa. Kedua, bagaimana pemulung*

*memanfaatkan TPA Gampong Jawa dalam pengembangan ekonomi mereka. Dan yang menjadi tujuan dari penelitian ini adalah untuk mencari jawaban dari persoalan pokok yaitu untuk mengetahui bagaimana kondisi perekonomian komunitas pemulung di Gampong Jawa, dan untuk mengetahui bagaimana pemulung memanfaatkan TPA Gampong Jawa dalam pengembangan ekonomi mereka. Untuk menjawab pertanyaan tersebut, maka penulis menggunakan metode penelitian lapangan (Field Research) yang bersifat kualitatif deskriptif. Penelitian ini menggunakan sampel yang bertujuan (purposive sampling) yang informannya ditetapkan berdasarkan kriteria tertentu. Teknik pengumpulan data dilakukan dengan cara wawancara, observasi, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa kondisi perekonomian masyarakat pemulung sudah membaik tetapi kebanyakan diantara mereka tidak tahu cara memanfaatkan penghasilannya secara baik agar mereka bisa memperbaiki kehidupan dan penghasilannya. Mereka tidak mengerti bagaimana cara memanfaatkan uang tersebut sebagai modal usaha lain karena mereka tidak tahu usaha apa yang bisa mereka lakukan. Pemulung memanfaatkan Tempat Pembuangan Akhir sebagai lahan tempat mata pencaharian mereka dalam mempertahankan ekonomi keluarga, dengan cara mereka memilih atau mengutip sampah-sampah yang bisa di daur ulang untuk mereka jual dan sampah yang tidak bisa di daur ulang mereka peram untuk di jadikan pupuk lalu mereka jual kepada petani.*

**5. Hawla Rizkiyah, 2017 (Bimbingan dan Konseling Islam Perspektif Dakwah Menurut Samsul Munir Amin)**

*Skripsi ini berjudul “Keberadaan Tempat Pembuangan Akhir Gampong Jawa Terhadap Pengembangan Ekonomi Komunitas Pemulung (Studi di Gampong Jawa*

*Kecamatan Kuta Raja Kota Banda Aceh)”. Adapun pembahasan skripsi ini ditujukan untuk mengupas beberapa permasalahan pokok yaitu: Pertama, bagaimana kondisi perekonomian komunitas pemulung di Gampong Jawa. Kedua, bagaimana pemulung memanfaatkan TPA Gampong Jawa dalam pengembangan ekonomi mereka. Dan yang menjadi tujuan dari penelitian ini adalah untuk mencari jawaban dari persoalan pokok yaitu untuk mengetahui bagaimana kondisi perekonomian komunitas pemulung di Gampong Jawa, dan untuk mengetahui bagaimana pemulung memanfaatkan TPA Gampong Jawa dalam pengembangan ekonomi mereka. Untuk menjawab pertanyaan tersebut, maka penulis menggunakan metode penelitian lapangan (Field Research) yang bersifat kualitatif deskriptif. Penelitian ini menggunakan sampel yang bertujuan (purposive sampling) yang informannya ditetapkan berdasarkan kriteria tertentu. Teknik pengumpulan data dilakukan dengan cara wawancara, observasi, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa kondisi perekonomian masyarakat pemulung sudah membaik tetapi kebanyakan diantara mereka tidak tahu cara memanfaatkan penghasilannya secara baik agar mereka bisa memperbaiki kehidupan dan penghasilannya. Mereka tidak mengerti bagaimana cara memanfaatkan uang tersebut sebagai modal usaha lain karena mereka tidak tahu usaha apa yang bisa mereka lakukan. Pemulung memanfaatkan Tempat Pembuangan Akhir sebagai lahan tempat mata pencaharian mereka dalam mempertahankan ekonomi keluarga, dengan cara mereka memilih atau mengutip sampah-sampah yang bisa di daur ulang untuk mereka jual dan sampah yang tidak bisa di daur ulang mereka peram untuk di jadikan pupuk lalu mereka jual kepada petani.*

**Good Luck!**

## Chapter III

### Technical Terms

#### A. Overview

Translating may be seen as an easy task for some people, in fact, it is actually not. Translators should be able to convey the intended message of the author clearly and understandable in the target text. Dictionaries may be there to help translators with the uncommon terms or specific vocabularies. However, sometimes dictionaries will not be a good assistance at all. One example to this situation is when Translator A translates the text below into English:

Source Text	Target Text (By Translator A)
Tidak ada <b>payung hukum</b> untuk perlindungan LGBT	There is no <b>legal umbrella</b> for LGBT protection.

In the example above, we can see that Translator A translates “payung hukum” as “legal umbrella”. Even though Translator A’s translation product exactly gives the word by word translation of the source text, the target readers may be confused because of the “legal umbrella”, does it mean that “the LGBT community only have illegal umbrella”? So what type of umbrella that we are using now? The legal one or the illegal one?.

This kind of incorrect example of translating specific term should become a concern for translators. Translators should have a good ability to see and check

whether they are using the correct terms to express one terminology of a language in another language. A better translation for the text above is:

Source Text	Target Text
Tidak ada <b>payung hukum</b> untuk perlindungan LGBT	There is no <b>law protection</b> for LGBT.
	LGBT has no <b>legal protection</b> .

The term “payung hukum” is commonly used by Indonesian people. The English translation for this term has been discussed in proz.com, and it shows that “law umbrella” or “legal umbrella” is not the right way to express the term “payung hukum” in English. In that website, it is explained that “law umbrella” is the literal equivalent for “payung hukum”, but this term has its own term in English which is “law protection”, “legal protection”, or “legal standard”.

Then, let’s see the next text which is translated by Translation C and Translation D:

Source Text	Target Text
Kedudukan hukum adat di Indonesia	Translation C The position of customary law in Indonesia
	Translation D The legal standing of customary law in Indonesia

In the text above, it can be seen that Translator C translates “kedudukan hukum adat” as “the position of customary law”, but Translator D translates “kedudukan hukum adat” as “the legal standing of customary law”. Of both translators, translator D translates the term “kedudukan hukum adat” better than Translator C. Even though Translator C correctly translates the term literally, Translator D can give a better equivalent for that term. In English, “kedudukan hukum” is not commonly called as “the position of law”, but it will be understood as “the legal standing”.

The two examples above are a few examples of incorrect translation made by translators. In this chapter, you will explore and learn some specific terms that are frequently used in different fields. After learning about the specific terms, it is expected that as translators you should be able to notice and pay attention to the use of terminologies when translating any type of texts.

## **B. Specific Terms**

The English translations for specific terms below are those which are commonly used.

### **1. Jurisprudence (Ilmu Hukum)**

Source Text	Target Text
Kedudukan hukum	Legal standing
Perbuatan tercela/Pertentangan hukum	Contempt of court



Ambang batas	Threshold
Sama rata sama rasa	Access to justice
Jaksa wilayah	District of attorney
Jaksa agung	Attorney general
Pelapor tindak pidana/perdata	Whistle blower
Pengembalian aset tindak pidana	Stolen asset recovery
Undang-Undang Dasar Negara Republik Indonesia	Constitution of the Republic of Indonesia
Undang-Undang	Act
Peraturan Pemerintah	Government Ordinance
Keputusan Presiden	Presidential Decree
Keputusan Menteri	Ministerial Decree
Pasal	Article/section
Atas nama	On behalf of
SIUP	Letter of Business Permit
NPWP	Tax Registration Number
Akta Pendirian	Deed Establishment
Akta lahir	Birth Certificate
Akta pernikahan	Marriage Certificate
Akta Tanah	Land title Deed
PPAT (Pejabat Pembuat Akta Tanah)	Land Deed Official

APBN	State Budget
Sertifikat Hak Milik	Freehold Title
Pajak Penghasilan	Income Tax
Kitab Undang-undang Hukum Pidana (KUHP)	Criminal Code
Kitab Undang-undang Hukum Acara Pidana (KUHAP)	Criminal Code Procedures
Hukum Pidana	Criminal Law
Hukum Perdata	Civil Law
Hak Asasi Manusia	Human rights
Banding	An Appeal
Pembelaan	Plea

## 2. Islamic Teachings (Ajaran agama Islam)

Source Text	Target Text
Enam Rukun Iman	The six articles of faith
1. Iman kepada Allah 2. Iman kepada malaikat Allah 3. Iman kepada kitab Allah 4. Iman kepada nabi dan rasul Allah	1. Belief in allah, The Only God 2. Belief in the Angels 3. Belief in Holy Books 4. Belief in the Prophets 5. Belief in the Day of Judgment

5. Iman kepada hari kiamat 6. Iman kepada qada dan qadar	6. Belief in God's predestination
Lima Rukun Islam	Five pillars of Islam
1. Mengucap dua kalimah syahadat 2. Menirikan shalat wajib lima kali sehari 3. Berpuasa pada bulan Ramadhan 4. Membayar zakat 5. Menunaikan ibadah haji bagi mereka yang mampu	1. Shahada, a declaration of faith and trust that professes that there is only one God (Allah) and that Muhammad is God's messenger. 2. Salah, the Islamic prayer (the five daily prayers). 3. Fasting during the month of Ramadhan 4. Charity (the practice of charitable giving based on accumulated wealth) 5. Pilgrimage to Mecca (during the Islamic month of Dhulhijjah)

### 3. Economics (Ilmu Ekonomi)

Source Text	Target Text
Saldo setelah penyesuaian	Adjusted balance
Neraca saldo penyesuaian	Adjusted trial balance

Hutang nyata	Actual liability
Harga sesungguhnya	Actual price
Biaya sesungguhnya	Actual cost
Pendekatan aktifa	Asset approach
Akuntansi dasar	Accounting principle
Laba akuntansi	Accounting income
Neraca	Balance sheet
Pemeriksa keuangan	Auditor
Hutang pajak	Accrued tax payable
Anggaran	Budget
Buku kas pengeluaran	Cash payment journal
Kekayaan	Equities
Pendapatan sesudah pajak	Earning After Tax
Funds	Dana
Fraud	Kecurangan
Interest	Bunga
Faktur	Invoice
Harga pasar	Market Race
Biaya pemasaran	Marketing Expense

**4. Medical Terms (Istilah Medis)**

Source Text	Target Text
Sakit/luka	Injury
Tulang	Bones
Otot	Tissues
Kulit	Skin
Luka bakar	Burn
Patah	Break
Bengkak	Swollen
Keseleo/terkilir	Sprain
Bercak merah di kulit	A rash
Alergi	Allergy
Lecet	A blister
Memar	Bruise
Sakit	Illness, Sickness
Demam	Cold
Influenza	Flu
Virus	Bug
Sakit tenggorokan	Sore throat
Sakit gigi	Toothache
Sakit perut	Stomach ache

Membaik	To heal, to remedy
Gejala penyakit	Symptoms

**Task 3:**

Please translate the following texts into English. Every group should translate one of the texts below. After that, every group will present the translation product and get some suggestions from other groups in the class. Please pay attention to the use of specific terms and word choice. After discussing the translation product, please summarize the result of your discussion and post it on online social media, such as; Facebook and Instagram.

1. Fristy Havira, 2017 (Pengaruh Faktor Pertumbuhan Ekonomi, Tenaga Kerja, dan Upah Minimum Regional terhadap Kesenjangan Ekonomi di Provinsi Lampung)

**Latar Belakang Masalah**

Pembangunan ekonomi pada umumnya didefinisikan sebagai suatu proses yang menyebabkan pendapatan per kapita penduduk suatu wilayah meningkat dalam jangka panjang. Pembangunan ekonomi juga didefinisikan sebagai proses yang dapat menciptakan pendapatan riil perkapita sebuah negara meningkat untuk periode jangka panjang dengan syarat, jumlah orang hidup di bawah garis kemiskinan mutlak tidak naik, dan didistribusikan pendapatan tidak semakin timpang. Ketimpangan, pemerataan, dan infrastruktur sebenarnya telah dikenal cukup lama di Indonesia, misalnya hal tersebut melatar belakangi program padat

karya, sebagai pembangunan infrastruktur, seperti dalam program perbaikan kampung, perbaikan jalan, pos kampling, sungai, irigasi, listrik, telepon, pelayanan kesehatan, pendidikan dan lain-lain. Bank Indonesia mengemukakan bahwa kesenjangan pendapatan penduduk miskin semakin berkurang dengan menurunnya Indeks kedalaman dan keparahan kemiskinan.

Pada tahun 2010, indeks ini menunjukkan angka 2,21 dan pada tahun 2011 sebesar 2,05. Aspek kesenjangan ekonomi dan indikator ekonomi untuk mengukur tingkat kesenjangan ekonomi antara lain dengan melihat Indeks Gini (Gini Ratio). Indeks Gini Indonesia tercatat mengalami peningkatan. Berdasarkan data, indeks Gini Indonesia terus meningkat dari tahun ke tahun. Jika pada tahun 2005 besarnya indeks Gini adalah 0,32 maka pada tahun 2008 meningkat menjadi 0,35, dan kembali meningkat menjadi 0,41 pada tahun 2011. Ketimpangan pembangunan antar daerah dengan pusat antar daerah satu dengan daerah lain merupakan suatu hal yang wajar, karena adanya perbedaan dalam sumber daya dan awal pelaksanaan pembangunan antar daerah. Ketimpangan yang paling lazim dibicarakan adalah ketimpangan ekonomi.

Ketimpangan ekonomi sering digunakan sebagai indikator perbedaan pendapatan per kapita rata-rata, antar kelompok tingkat pendapatan, antar kelompok lapangan kerja, dan antar wilayah. Pembangunan ekonomi daerah adalah suatu proses dimana pemerintah daerah dan seluruh komponen masyarakat mengelola berbagai sumber daya yang ada dan membentuk suatu pola kemitraan untuk menciptakan suatu lapangan pekerjaan baru dan merangsang perkembangan

kegiatan ekonomi dalam daerah tersebut, menetapkan upah yang dapat memenuhi kebutuhan masyarakat dan meningkatkan pertumbuhan ekonomi untuk mengurangi ketimpangan/kesenjangan yang ada. Indikator pertumbuhan ekonomi adalah Produk Domestik Regional Bruto (PDRB).

PDRB menunjukkan tingkat pertumbuhan ekonomi yang meningkat atau menurun. Keberhasilan pertumbuhan ekonomi menunjukkan adanya kenaikan dalam standar pendapatan dan tingkat output produksi yang dihasilkan. Perekonomian suatu daerah yang tumbuh dengan tinggi akan memperbesar daya serap tenaga kerja serta mampu digunakan untuk mengurangi jumlah pengangguran yang ada. Banyak atau sedikit jumlah tenaga kerja yang ada akan berpengaruh terhadap besar kecilnya angka ketimpangan perekonomian di suatu daerah. Semakin banyak jumlah orang yang bekerja di suatu wilayah, maka akan menyebabkan pemanfaatan sumber daya manusia yang tinggi dan semakin optimal.

Berdasarkan hal yang telah dipaparkan tersebut, peneliti bermaksud untuk melakukan penelitian untuk mengetahui pengaruh PDRB, Tenaga Kerja dan Upah minimum Provinsi terhadap kesenjangan ekonomi, maka peneliti mengambil judul “Pengaruh Faktor Pertumbuhan Ekonomi, Tenaga Kerja dan Upah Minimum Regional (UMR) Terhadap Kesenjangan Ekonomi di Provinsi Lampung.



2. Sanur Mutsanna Al Haris, 2017 (Manajemen Keuangan Pondok Pesantren [Studi Mengenai Sistem Pengelolaan Keuangan di Pondok Pesantren Entrepreneur Ad Dhuha Bantul DIY])

### **Latar Belakang Masalah**

Pondok Pesantren pada hakikatnya adalah sebuah lembaga pendidikan keagamaan yang memerankan fungsi sebagai institusi sosial. Sebagai institusi sosial, maka pesantren memiliki dan menjadi pedoman etika dan moralitas masyarakat, karena pesantren adalah institusi yang melegitimasi berbagai moralitas yang seharusnya ada di dalam masyarakat. Institusi sosial sesungguhnya ada karena kebutuhan masyarakat. Fungsi pesantren sebagai institusi sosial antara lain menjadi sumber nilai dan moralitas, menjadi sumber pendalaman nilai dan ajaran keagamaan, menjadi pengendali filter bagi perkembangan moralitas dan kehidupan spiritual, menjadi perantara berbagai kepentingan yang timbul dan berkembang di masyarakat dan menjadi sumber praksis dalam kehidupan. Figur Kyai dan Ulama tidak bisa lepas dalam pondok pesantren. Sebab kepemimpinan Kyai-Ulama –Santri dibangun atas landasan kepercayaan, bukan karena patron klien sebagaimana masyarakat umumnya.

Karena itulah salah daya tarik sebuah Pondok Pesantren antara lain ditentukan oleh figur dan kharisma sang Kiai atau pengasuh sehingga untuk menambah pendapatan dan pembiayaan operasional atas keberlangsungan Pondok Pesantren. Pembiayaan operasional dalam pondok pesantren perlu dikelola dengan sebaik-baiknya. Pengelolaan pembiayaan dikenal dengan manajemen keuangan.

Tidak saja terkait sumber dana yang mampu mencukupi kebutuhan operasional pondok, baik dari donatur maupun sumber yang lain. Keuangan pondok perlu dikelola sebaik-baiknya, agar dana-dana yang ada dapat dimanfaatkan secara optimal untuk menunjang tercapainya visi dan tujuan pondok.

Manajemen pembiayaan operasional merupakan salah satu sumber daya yang secara langsung menunjang efektifitas dan efisiensi pengelolaan Pondok Pesantren Entrepreneur Ad-Dhuha Bantul DIY dalam hal merencanakan, mengorganisasikan, mengarahkan dan mengevaluasi serta mempertanggungjawabkan pengelolaan dana secara transparan kepada masyarakat dan pemerintah. Pondok Pesantren Entrepreneur Ad Dhuha Bantul DIY merupakan salah satu pondok pesantren yang memiliki keunggulan dalam pengelolaan keuangannya, yaitu Bapak Kiai Muhtarom mampu membuat suatu sistem pengelolaan keuangan pondok pesantren yang sistematis yang berbeda dengan sistem keuangan pondok pesantren pada umumnya.

Dari paparan di atas, peneliti merasa tertarik untuk mengangkat judul “Manajemen Keuangan Pesantren (Studi Mengenai Sistem Pengelolaan Keuangan di Pondok Pesantren Entrepreneur Ad-Dhuha Bantul DIY)” untuk mengetahui dan mempelajari bagaimana sistem pengelolaan keuangan Pondok Pesantren Entrepreneur Ad-Dhuha Bantul DIY. Penelitian ini diharapkan dapat menambah khasanah keilmuan tentang manajemen keuangan pondok pesantren sebagai sumbangan pemikiran bagi pengembangan akademik Jurusan Manajemen Dakwah UIN Sunan Kalijaga Yogyakarta. Penelitian ini dapat menjadi bahan masukan bagi

organisasi atau lembaga sosial kemasyarakatan baik formal maupun non formal khususnya dalam bidang keuangan Pondok Pesantren Enterpreneur Ad-Dhuha Bantul DIY.

3. Deri Dian Permaisari, 2017 (Eksperimentasi Media Flash Card dalam Pembelajaran Mufradat Bahasa Arab Siswa Kelas IV SDIT Jabal Nur Gamping Sleman)

### **Latar Belakang Masalah**

Bahasa mempunyai berbagai aspek kajian yang akan selalu menarik dibahas. Berkaitan dengan sejarah, penggunaan dan pembelajarannya serta lainnya. Kajian bahasa telah melahirkan berbagai disiplin ilmu yang membahasnya. Salah satu bahasa yang menjadi bahasa internasional dan bahkan menjadi bahasa agama dan ajaran yaitu bahasa Arab. Bahasa Arab dikatakan bahasa agama karena bahasa Arab merupakan bahasa Al-Qur'an, dan mempunyai fungsi sebagai pedoman utama umat muslim. Bahasa Arab juga merupakan salah satu bahasa resmi pergaulan internasional. Maka berdasarkan hal tersebut mempelajari bahasa Arab merupakan salah satu syarat bergaul di dunia Internasional.

Mempelajari bahasa Arab yang merupakan bukan bahasa Ibu menjadi dinamika dalam pembelajaran dan pembahasan tersendiri. Seperti diketahui bahasa Arab mempunyai banyak sekali cabang keilmuan yang menyertainya. Ragam keilmuan bahasa Arab yaitu nahwu, sarf, Balagh, mantiq, adab dan lain sebagainya. Cabang-cabang keilmuan tersebut merupakan komponen utama dalam

mempelajari bahasa Arab secara komperhensif. Sebagaimana sifat bahasa secara pokok, bahasa Arab mempunyai kompetensi atau keterampilan-keterampilan berbahasa yang sama dengan bahasa lainnya. Keterampilan berbahasa menjadi patokan seseorang dalam penguasaan berbahasa. Pembelajaran kemahiran berbahasa sangat tergantung dengan metode, strategi, materi dan metode yang digunakan oleh seorang pengajar atau guru. Aspek-aspek pembelajaran tersebut satu sama lain terkait dan tidak boleh ada yang termajinalkan. Akan tetapi melihat realita yang ada, serinkali guru tidak melakukan elaborasi dalam metode dan media yang digunakan dalam mengajar. Hal ini berakibat terhadap peningkatan kemampuan siswa yang terhambat.

Seorang guru serinkali hanya menggunakan metode yang monoton, sehinga terjadi kejenuhan dalam proses pembelajaran. Penggunaan media pembelajaran-pun cenderung masih sangat minim. Padahal penggunaan media sangat membantu dalam prestasi siswa. Maka seharusnya ada terobosan dalam penggunaan media supaya terjadi peningkatan prestasi pembelajaran bahasa Arab. Penggunaan media pembelajaran mempunyai arti penting dalam proses pembelajaran. Sebuah media dapat mewakili kekurangan guru dalam proses pembelajaran. Sebuah media dapat mewakili kekurangan guru dalam proses pembelajaran. Media menjadikan konkret sebuah mata pelajaran yang cenderung abstrak, dengan demikian peserta didik akan lebih mudah memahami materi dengan bantuan media.

Kedudukan media dalam proses pembelajaran merupakan sebagai upaya mempertinggi proses interaksi siswa dengan lingkungan belajarnya. Melalui penggunaan media diharapkan mempertinggi kualitas hasil belajar maupun prestasi siswa. Berkaitan dengan media Flash Card, ada sebuah penelitian bahwa penggunaan media visual (gambar) akan meningkatkan pengalaman belajar siswa. Siswa bukan hanya memperoleh keterangan kata-kata maupun mufradat siswa. Siswa bukan hanya memperoleh keterangan kata-kata maupun mufradat secara mentah, akan tetapi juga memperoleh pengalaman gambar secara konkret.

Berdasarkan uraian di atas, penulis tertarik untuk mengadakan penelitian berupa penelitian lapangan yaitu implementasi media flash card dalam pembelajaran bahasa Arab untuk peningkatan prestasi belajar bahasa Arab siswa kelas IB SD IT Jabal Nur. Ketertarikan penulis berdasar pada keadaan lapangan di SD IT Jabal Nur, yang pembelajaran bahasa Arab di SD tersebut belum menggunakan media flash card. Fokus penelitian tertuju pada kelas IV SD IT Jabal Nur dengan alasan bahwa pembelajaran pada tingkatan dini akan lebih maksimal jika disertasi dengan media yang inovatif dan menyenangkan. Oleh karena hal tersebut maka dirasa tepat peneliti menerapkan media flash card di kelas IV SD IT Jabal Nur.

**Good Luck!**

## Chapter IV

### The Choice of Word

Translators should be able to choose the most equivalent word to express the message of the author in the target text effectively. Indonesia and English have great differences in cultural backgrounds, words may have different connotation, and the social customs varies according to many aspects. When translating Indonesia to English, translators should pay attention to the differences between Indonesia and English culture, in other words, the translators should consider about the context and the equivalent of the words in the target text (English).

Following is an example of Indonesia text translated by Translator A and B:

Source Text	Target Text
Perekonomian suatu daerah yang tumbuh dengan tinggi akan memperbesar daya serap tenaga kerja serta mampu digunakan untuk mengurangi jumlah pengangguran yang ada.	<b>Translator A</b> The economy of a region that grows high will increase the absorption of labor and be able to be used to reduce the number of unemployed.
	<b>Translator B</b> The high economy rate of a region will increase the employment rate and reduce the number of unemployment.

In the text above, translator A translate the text word by word. He also follows the structure of the source text. Translator A translates “tumbuh” as “grows”, “menyerap” as “absorption”. Translator B translates the text by following the structure of the target language (English). Translator B translates “tumbuh” as “improve”, “menyerap tenaga kerja” as “increase the employment rate”. This example shows that translator chooses the best equivalent of the source text in the target text. Let’s see the next example:

Source Text	Target Text
Sebuah media dapat <b>mewakili</b> <b>kekurangan guru</b> dalam proses pembelajaran.	<b>Translator A</b>  A media can represent <b>a lack of teachers</b> in the learning process.
	<b>Translator B</b>  Media can <b>support</b> the teaching and learning activities in the classroom.

In the text above, it can be seen that Translator A translates the source text literally (word by word). Translator A translates “kekurangan guru” as “a lack of teachers” which literally means correct. However, the real message of the source text is not about the lack of teachers in a classroom, but it is more about the teaching and learning process. Therefore, Translator B translates the text better than Translator A. Translator B translates **the message** of the source text, **not the words** of the source text. The word “mewakili” is an equivalent word for “represent”, but in the

context of the source text “mewakili” means “support” in English. As translators, we should consider more about the message rather than the word that the author of the sour text wants to convey in the target text.

**Task 4:**

In your group, please translate one of the following texts. After that, present your translation product in front of the class. Remember to share the copies of your translation products to the other groups before you start your presentation. After that, the other groups will give their suggestions for your group’s translation product.

1. Elly Fatmawati, 2016 (Peningkatan Hasil Belajar Matematika Materi Perkalian dengan Metode Pembelajaran Teams Game Tournament (TGT) pada Kelas IV Madrasah Ibtidaiyah Kawengen 01 Kec. Ungaran Timur Kab. Semarang Tahun Ajaran 2016/2017)

**Latar Belakang Masalah**

Pendidikan dalam sejarah peradaban manusia merupakan salah satu komponen kehidupan yang paling urgen. Aktivitas ini telah dimulai sejak manusia pertama ada di dunia sampai berakhirnya kehidupan di muka bumi ini (Hamdani, ). Pendidikan pada hakikatnya merupakan usaha sadar untuk pengembangan kepribadian yang berlangsung seumur hidup baik di sekolah maupun madarasah (Tohirin, ). Sehingga pendidikan sangat diperlukan oleh setiap individu sebagai bekal untuk menghadapi tantangan masa depan yang semakin kompleks dan penuh dengan persaingan.



Maka disinilah pendidikan berperan sebagai penentu kualitas, daya saing dan nilai dari setiap individu. Siswa memerlukan matematika untuk berhitung, menghitung isi dan berat suatu benda, mengumpulkan, mengelola, menyajikan dan menafsirkan data bahkan diperlukan siswa agar mampu mengikuti pelajaran matematika lebih lanjut. Mata pelajaran matematika mencakup beberapa kompetensi yang menjadikan siswa dapat memahami dan mengerti tentang konsep dasar, karena matematika memiliki struktur dan keterkaitan yang kuat dan jelas antar konsepnya.

Masih rendahnya kualitas hasil pembelajaran siswa dalam matematika merupakan indikasi bahwa tujuan yang ditentukan dalam kurikulum belum tercapai secara optimal. Bahasan yang sering dianggap sulit oleh siswa Madrasah Ibtidaiyah adalah perkalian. Perkalian merupakan materi yang saling berpasangan. Materi tersebut materi esensial yang cukup lama dalam proses penanamannya. Bahkan kalau sudah disajikan dalam bentuk soal cerita seringkali siswa mengalami kesulitan. Oleh karena itu, berbagai upaya untuk meningkatkan hasil belajar siswa harus terus dilakukan.

Upaya tersebut diperlukan motivasi belajar yang tinggi, semangat belajar yang besar dan rasa percaya diri yang tinggi. Upaya dalam menumbuhkan semangat pada siswa khususnya pelajaran matematika dengan memilih model pembelajaran yang tepat sesuai materi yang akan disampaikan. Penerapan model yang bervariasi dapat mengurangi kejenuhan pada diri siswa dalam menerima pelajaran. Dalam proses pembelajaran matematika, baik guru maupun siswa

bersama-sama menjadi pelaku terlaksananya tujuan pembelajaran. Tujuan pembelajaran ini akan mencapai hasil yang maksimal apabila pembelajaran berjalan secara efektif. Pembelajaran yang efektif adalah pembelajaran yang mampu melibatkan seluruh siswa secara aktif.

Berdasarkan hasil diskusi antara peneliti dengan guru pengampu pelajaran matematika bahwa penyebab rendahnya hasil belajar siswa MI Kawengen diantaranya, sebagian siswa kurang bersungguh-sungguh dalam menerima materi pelajaran matematika khususnya perkalian. Hal ini terlihat dari sikap siswa ketika mengikuti kegiatan pembelajaran. Saat guru menyampaikan materi, aktivitas siswa banyak terlihat mengobrol dan bercanda dengan temannya. Ada juga yang terlihat bosan dan melamun, bahkan ada yang asyik yang bermain sendiri. Ketika siswa diberi soal latihan, kebanyakan siswa masih bingung dalam memecahkan masalah yang diberikan kalau soal tersebut tidak sama persis dengan contoh yang diberikan gurunya.

Diduga karena mereka belum memahami konsep yang di ajarkan. Beberapa siswa hanya menengok kanan kiri dari pekerjaan temannya sehingga suasana kelas pun menjadi ramai. Hanya beberapa siswa yang mampu menyelesaikan soal dengan cepat dan benar. Dari situasi yang demikian, peneliti merasakan bahwa strategi pembelajaran yang digunakan kurang efektif. Kegiatan pembelajaran matematika kelas IV MI Kawengen masih berpusat pada guru. Siswa masih bersikap pasif, karena guru lebih mendominasi dalam kegiatan pembelajaran dibanding memberikan kesempatan kepada siswa untuk berperan aktif. Dari

beberapa uraian penyebab rendahnya hasil belajar siswa di atas, peneliti berkeyakinan bahwa penyebabnya adalah kurang efektifnya strategi pembelajaran yang digunakan oleh guru.

Akibatnya siswa merasa kesulitan dalam mengikuti pelajaran matematika sehingga timbullah rasa jenuh ketika proses pembelajaran berlangsung. Oleh karena itu peneliti akan menawarkan sebuah solusi dengan strategi pembelajaran kooperatif. Bentuk pembelajaran kooperatif adalah bentuk pembelajaran dimana siswa saling membantu, saling mendiskusikan dan berargumentasi untuk mengasah pengetahuan yang mereka kuasai dengan anggota kelompoknya setelah guru menyampaikan materi pelajaran. Penggunaan pembelajaran kooperatif meningkatkan pencapaian preestasi siswa dan juga dapat mengembangkan hubungan antar kelompok, menerima teman sekelas yang lemah dalam bidang akademik dan meningkatkan rasa harga diri.

Pembelajaran kooperatif dapat diaplikasikan untuk semua jenis kelas termasuk kelas-kelas khusus untuk anak-anak berbakat dan bahkan untuk kelas dengan tingkat kecerdasan rata-rata (Robert E. Slavin terjemahan Nurulita). Bentuk pembelajaran ini memungkinkan siswa untuk berperan aktif dalam proses pembelajaran. Siswa tidak hanya mendengarkan penjelasan dari guru melainkan turut serta dalam semua proses pembelajaran sehingga informasi atau pengetahuan yang diperoleh tidak cepat dilupakan. Keuntungan lainnya dalam model ini adalah siswa akan mempunyai kemampuan untuk berfikir, mencari informasi dari sumber lain dan belajar dari siswa lain serta mendorong siswa untuk mengungkapkan

idenya dan membandingkan kepada temannya. Dengan model seperti ini akan dapat meningkatkan motivasi siswa sehingga hasil belajarnya dalam pembelajaran matematika meningkat juga. Salah satu bentuk pembelajaran kooperatif adalah Teams Games Tournament (TGT).

2. Qomariah, 2013 (Upaya Jurusan Bimbingan dan Konseling Islam Fakultas Dakwah dan Komunikasi Universitas Islam Negeri Sunan Kalijaga Yogyakarta dalam Menyiapkan Konselor yang Kompeten [Melalui Kurikulum Hasil Review 2010])

### **Latar Belakang Masalah**

Masyarakat Indonesia dengan laju pembangunannya masih menghadapi masalah pendidikan yang berat, terutama berkaitan dengan kualitas, relevansi, dan efisiensi pendidikan. Hal ini merupakan tugas dari pendidikan untuk membentuk manusia yang berkualitas. Dalam kehidupan suatu negara pendidikan memegang peranan yang amat penting untuk menjamin kelangsungan hidup negara dan bangsa, karena pendidikan merupakan wahana untuk meningkatkan dan mengembangkan kualitas sumber daya manusia. Undang-undang No. 20/2003 pasal 1 ayat 1 mendefinisikan pendidikan sebagai “usaha sadar untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat, bangsa, dan negara.

Definisi ini membangun paradigma baru praktik pendidikan yang lebih menekankan kepada pembelajaran alih-alih kepada proses belajar mengajar. Mewujudkan suasana belajar dan proses pembelajaran menjadi fokus utama proses pendidikan. Tantangan masa depan dalam milenium ketiga antara lain akselerasi teknologi dan sains, tren politik, kekuatan ekonomi, tren social budaya modern, perubahan peta pengetahuan, dan era post modern, yang menuntut berbagai perubahan pendidikan. Dalam pendidikan terdapat dua jenis estándar, yaitu estándar akademis (*academic content standards*) dan estándar kompetensi (*performance standards*).

Standar akademis merefleksikan pengetahuan dan keterampilan essensial setiap disiplin ilmu yang harus dipelajari oleh peserta didik. Sedangkan standar kompetensi ditunjukkan dalam bentuk proses atau hasil kegiatan yang didemonstrasikan oleh peserta didik sebagai penerapan dari pengetahuan dan keterampilan yang telah diketahui. Seseorang untuk dapat diangkat sebagai konselor wajib memenuhi standar kualifikasi akademik dan kompetensi konselor yang berlaku secara nasional. Pembentukan kompetensi akademik konselor ini merupakan proses pendidikan formal jenjang strata satu (S-1) bidang Bimbingan dan Konseling, yang bermuara pada penganugerahan ijazah akademik Sarjana Pendidikan (S.Pd) bidang Bimbingan dan Konseling.

Sedangkan kompetensi professional merupakan penguasaan kiat penyelenggaraan bimbingan dan konseling yang memandirikan, yang ditumbuhkan serta diasah melalui latihan menerapkan kompetensi akademik yang telah

diperoleh dalam konteks otentik Pendidikan Profesi Konselor yang berorientasi pada pengalaman dan kemampuan praktik lapangan, dan tamatannya memperoleh sertifikat profesi bimbingan dan konseling dengan gelar profesi konselor, disingkat Kons. Kurikulum PT disusun oleh masing-masing perguruan tinggi sesuai dengan sasaran program studi. Kedalaman muatan kurikulum pada setiap satuan pendidikan dituangkan dalam kompetensi pada setiap tingkat dan/atau semester sesuai dengan Standar Nasional Pendidikan. Surat Keputusan Menteri Pendidikan Nasional Nomor 232/U/2000 menetapkan pedoman penyusunan Kurikulum Pendidikan Tinggi dan penilaian Hasil Belajar Mahasiswa.

Dalam Surat Keputusan tersebut dikemukakan struktur kurikulum berdasarkan tujuan belajar (1) learning to know, (2) learning to do, 3) learning to be, dan 4) learning to live together. Kurikulum pendidikan Tinggi yang menjadi dasar penyelenggaraan program studi terdiri atas; a. Kurikulum Inti; b. kurikulum institutional. Kurikulum inti merupakan kelompok bahan kajian dan pelajaran yang harus dicakup dalam suatu program studi yang dirumuskan dalam kurikulum yang berlaku secara nasional. Kurikulum inti program sarjana dan program diploma terdiri atas; kelompok MPK (mata kuliah pengembangan kepribadian), MKK (mata kuliah keilmuan dan keterampilan), MKB (mata kuliah keahlian berkarya), MPB (mata kuliah perilaku berkarya), MBB (mata kuliah berkehidupan bermasyarakat). Menilik dari teori dan legalitas tersebut, maka kurikulum PT sekarang merupakan kurikulum berbasis Kompetensi. Sebagaimana pernyataan di atas memperoleh kompetensi akademik diakhiri dengan penganugerahan ijazah

S.Pd. akan tetapi di Jurusan BKI gelar akademis yang diperoleh adalah Sarjana Sosial Islam (S.Sos.I). Hal ini berbeda jauh dengan konsep ideal yang tertuang dalam Peraturan Menteri Pendidikan Nasional No. 27 tahun 2008. Selanjutnya dalam menyusun kurikulum PT diberi kewenangan untuk menyusunnya sendiri sehingga sesuai kebutuhan akan kompetensi lulusan yang akan disiapkan.

Begitu juga dengan Jurusan BKI, kurikulum disusun sendiri oleh jurusan dan mengacu pada konsep KBK. Hal senada juga dapat dilihat melalui kurikulum Jurusan BKI yang tersusun atas kurikulum inti dan kurikulum institutional, serta terdiri dari kelompok MPK, MKK, MKB, MPB, MBB. Kesenjangan teori akan gelar lulusan dengan kenyataan yang ada di Jurusan Bimbingan dan Konseling Islam serta sejalanannya konsep dasar KBK menjadi sebuah kenyataan yang menarik untuk dikaji lebih lanjut terutama dilihat dari sudut pandang kurikulum. Penelitian ini berfokus pada upaya Jurusan BKI Fakultas Dakwah UIN Sunan Kalijaga untuk mempersiapkan konselor yang berkompeten dengan mengkaji kurikulumnya. Hal ini didasari pada kebutuhan pasar kerja yang membutuhkan lulusan yang kompeten. Tujuan penelitian ini adalah untuk mengetahui upaya apa saja yang dilakukan oleh Jurusan BKI Fakultas Dakwah UIN Sunan Kalijaga dalam menyiapkan mahasiswanya menjadi konselor yang kompeten melalui kurikulum hasil review 2010 dan untuk mengetahui apa saja yang menjadi penghambat pencapaian kompetensi konselor di Jurusan BKI Fakultas Dakwah UIN Sunan Kalijaga.

**Good Luck!**

## **Chapter V**

### **Revising Translation Product**

#### **A. Overview**

Why is it necessary for someone to check a text, and perhaps make changes, before it is sent off to readers? First, it is easy to write sentences that are structured in such a way that readers will misunderstand or have difficulty understanding them. Second, it is easy to forget about the future readers and write something which is not suited to them. Third, a text may fail to conform to society's linguistic rules, or rules for translating, or rules for writing in a particular genre. Finally, what the author or translator has written may conflict with what the publishers want to convey. To deal with these problems, revisers and editors amend texts in two ways; correcting and improving. The editor or reviser is correcting the text so that the linguistic and textual rules are achieved. The editor or reviser is also improving the text to ensure of mental processing and suitability of the text for its future users. Mossop (2007) mentions few of many things that editor or reviser looking for in a text:

- There are many typographical errors. Sometimes the main numbered headings are bolded, and sometimes they are italicized.
- There are unidiomatic word combinations.
- You often have to read a sentence twice to get the point.
- You often come across a word like “it” or “they” and you cannot tell what it refers to.



- The text contains a great many words which the readers won't understand because they are not very highly educated, or because they are not experts in the subject matter of the text.
- The text is not written in a way appropriate to the genre. For example, it is a recipe, but it does not begin with a list of ingredients, it is rather vague about how to make the dish, and it is full of commentary on the history of the dish and chefs who are famous for making it.
- If the text is a narrative, it is hard to follow the sequence of events. If it is an argument, it is hard to follow the steps.
- There are passages which contradict each other.

Translators use different strategies in translating text. Some do considerable preparation before beginning sentence-by-sentence drafting the translation. For instance, they may read the text through entirely or at any rate in some detail, and they may do a considerable amount of conceptual or terminological research. Others just take a quick glance and then start drafting the translation. During sentence-by-sentence drafting, some people try to solve almost all problems as they go, while others 'steamroll' through the text: if a passage is difficult, they leave a blank, or make a guess preceded by a question mark, or write down alternative translations separated by a slash. Finally, as regards self-revision, some people do much of this during sentence – by – sentence drafting: they select one wording, then change it, then change it again; or they may stop to revisit an earlier passage and correct it. But once the draft is down, few further changes are made.

Other people work quite differently: they leave almost all self-revision work until after the draft is complete. (Mossop, 2007).

In translation, the situation is rather different. While literary translators must often negotiate rather carefully with source text authors, non-literary translators – the great majority – are usually dealing with non-professional writers. The translator is therefore the writing expert in the relationship, and in addition, typically enjoys the advantage of being a native speaker of the target language. In translation, difficulties arise not so much in the relationship between translator and author as in that between translator and reviser.

Some people new to translation think that the structure of the text has already been created by the source – text author, and that there is therefore no work for them to do in this respect. That is not the case. During translation, you may sometimes find that you need to make structural adjustments: change the paragraph or sentence divisions; turn a point – form list into consecutive prose or vice versa. The reason may be poor writing in the source text, or simply different rhetorical habits in the target language. The case of paraphrasing is of special interest, since many people ignore this. Clients sometimes ask to have the paraphrasing of the source text imitated, but that is not always advisable. For example, there is a style of writing in French in which the last sentence of a paragraph needs to be turned into the first sentence of the next paragraph in English, because it introduces a new topic. Also paraphrasing habits may differ in the corresponding target – language genre. For example, if you are translating

English newspaper articles for a corporate or ministerial clipping service, you may want to eliminate the one – sentence paragraphs which are common in English journalism. Conversely, if translating a news story from another language into English, for publication in a newspaper, you may want to split long paragraphs, and even create some one-sentence paragraphs.

## **B. Editing Translation Works**

To take the benefits from computer in editing translation works, one can go to the editing functions of word processors; Microsoft Word. (Mossop, 2007)

- **Spelling and Grammar Checker**

The Spellcheck function is valuable because it automatically catches typographical errors which the eye can easily miss (e.g. institututional). However, it is important to remember that Spellcheck software is only an aid. It doesn't automate the process of correcting misspellings and typos. There are many types of error which Spellcheck will not catch at all: "fat" is a correctly spelled English word, and therefore Spellcheck will not signal the error in the fifth word of this sentence. Also, most proper names (people, places, rivers and so on, especially if these are source – language names) will not be in your Spellcheck dictionary.

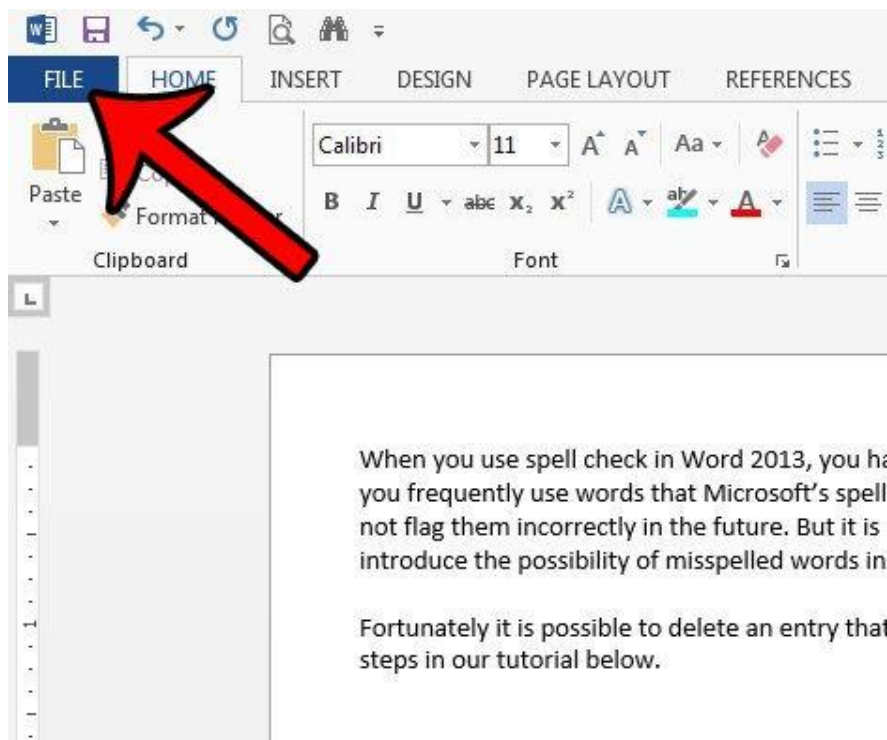
Certainly you can add to the dictionary the names of people and places that come up frequently in your work, but even then, you will need to check every single one of the proper names. For example, the draft may contain the proper name John, and Spellcheck will pass it by, but it may be that this particular individual spells his name Jon. You may also need to modify your Spellcheck

dictionary to ensure that it signals spellings that fail to conform to the style sheet you are using, or else fail to conform to local spelling standards in your country. A final point to remember: if you run Spellcheck and then make some more changes in the text and decide to run Spellcheck again, you may immediately receive a message saying that the check is complete. There could be two very different reasons for this: there are in fact no errors, or your Spellcheck utility has not actually made a check. With some word processor, you need to reset Spellcheck if you have already used it once with a particular file.

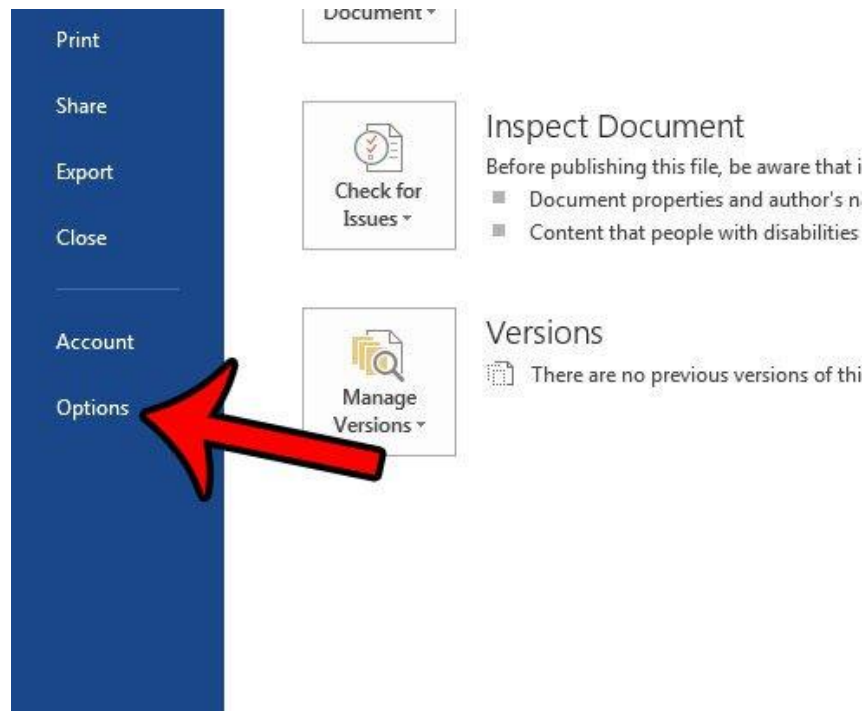
**Enabling the Automatic Spell Checker in Word 2013 (retrieved from [www.solveyourtech.com](http://www.solveyourtech.com)):**

Step 1: Open the document in Word 2013

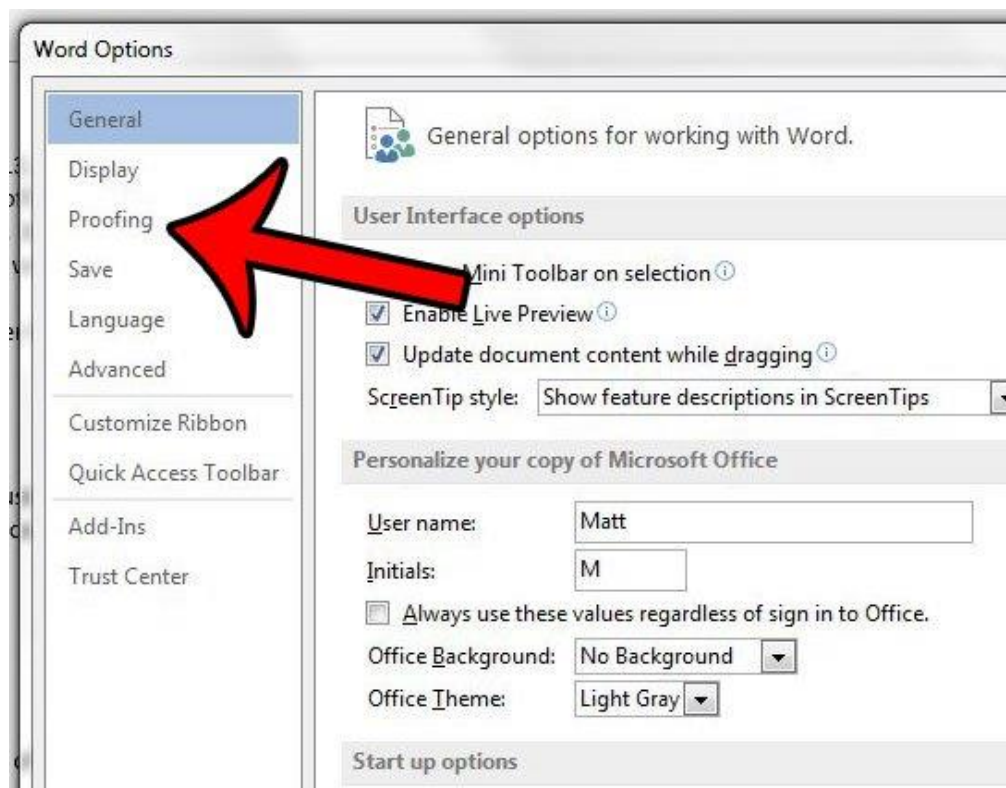
Step 2: Click the **File** tab at the top-left corner of the window.



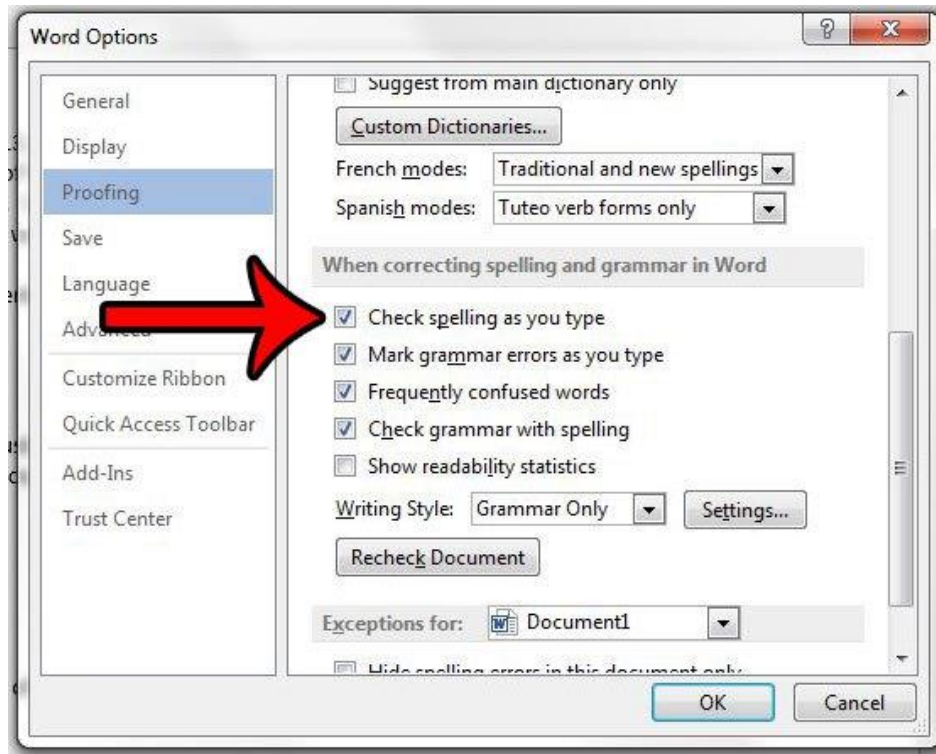
Step 3: Click the **Options** button at the bottom of the left column.



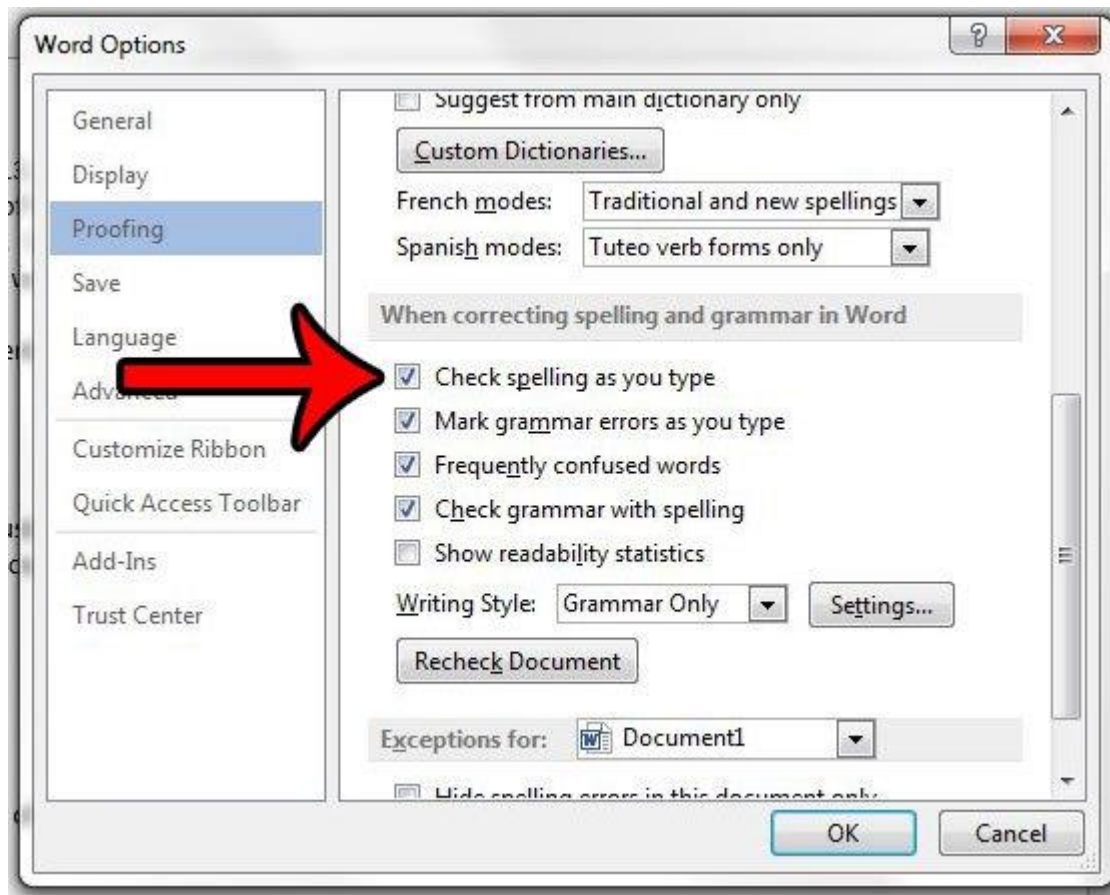
Step 4: Click the **Proofing** tab at the left side of the Word Options window.



Step 5: Check the box to the left of **Check spelling as you type** and **Mark grammar errors as you type**. You can then click the OK button at the bottom of the window to close and apply your changes.



If Word 2013 still won't automatically fix your spelling mistakes, then there is another setting that you should check. Click the **Review**



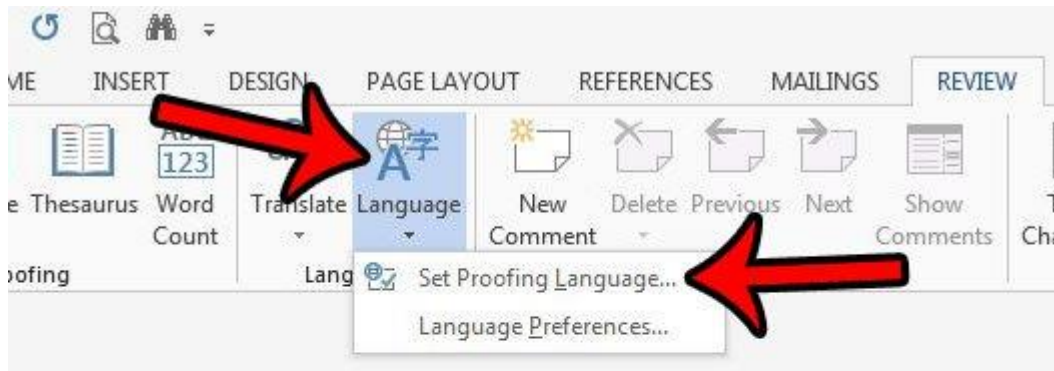
If Word 2013 still won't automatically fix your spelling mistakes, then there is another setting that you should check. Click **Review** tab at the top of the window.



se spell check in Word 2013, you have the opportunity to add words to a custom d  
tly use words that Microsoft's spell checker does not recognize, and that you want  
n incorrectly in the future. But it is very easy to add a word to the custom dictio



Click the **Language** button in the **Language** section of the ribbon, then click the **Set Proofing Language** option.



When you use spell check in Word 2013, you have the opportunity to add you frequently use words that Microsoft's spell checker does not recognize. But it is very easy to add a word to introduce the possibility of misspelled words in your documents.

Fortunately it is possible to delete an entry that you have added to the custom dictionary in Word. The steps in our tutorial below.

Confirm that the box to the left of **Do not check spelling and grammar** is unchecked. It should look like the image below. You can then click **Ok** button on this **Language** window.





- **Find and Replace**

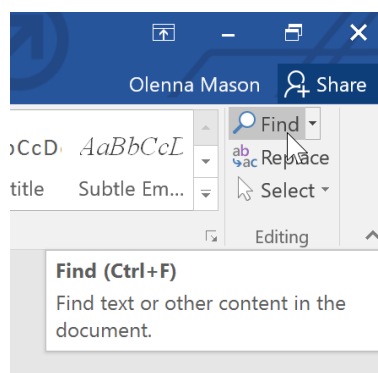
This is probably the most useful revision/editing function, but you have to be very careful when you enter the Find string. If you are not careful, the computer will make a search that is either too broad or too narrow. You will then have a revised version in which either too many or too few words have been changed. Because it is so easy to make a mistake while specifying the Find string, it is probably best to avoid using the Replace All option (i.e. the computer automatically replaces all instances of the Find string with the Replace string you have specified).

**How to use Find and Replace feature in Ms. Word (retrieved from – <https://edu.gcfglobal.org>):**

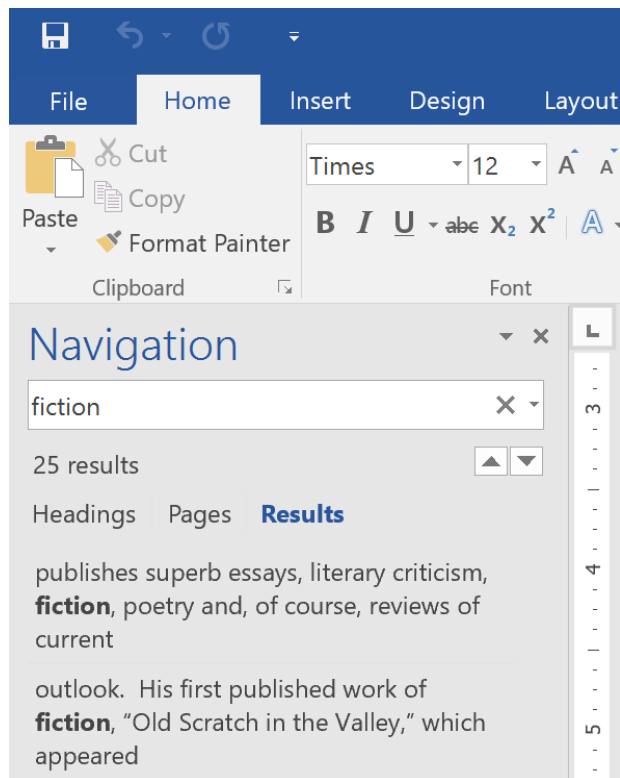
When you're working with longer documents, it can be difficult and time consuming to locate a specific word or phrase. Word can automatically search your document using the **Find** feature, and it allows you to quickly change words or phrase using **Replace**.

**To find text**

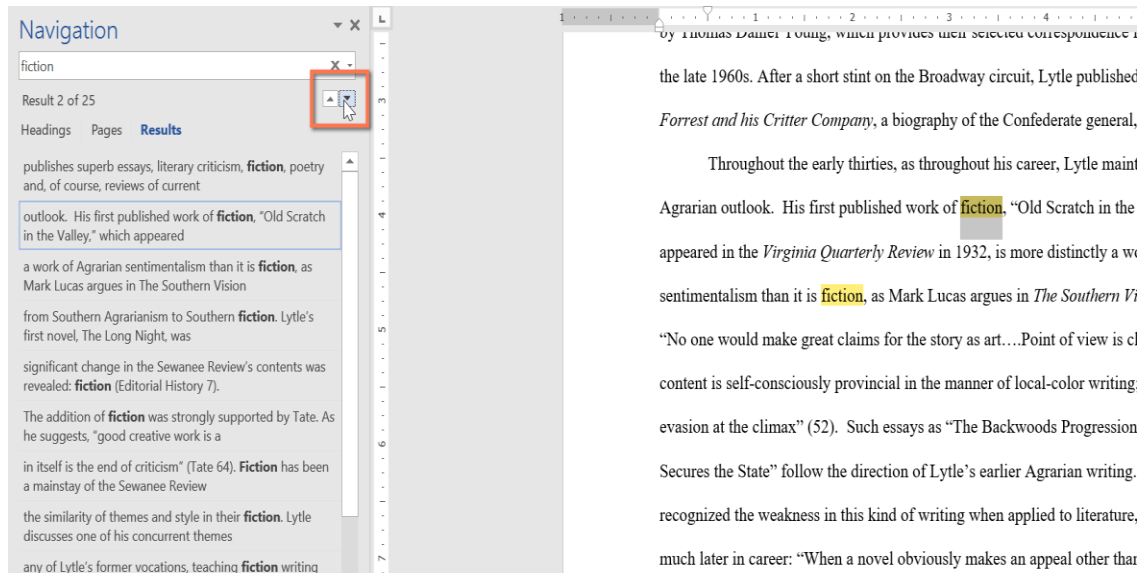
1. From the **Home** tab, click the **Find** command. Alternatively, you can press **Ctrl+F**.



2. Type the text you want to find in the field at the top of the navigation pane.



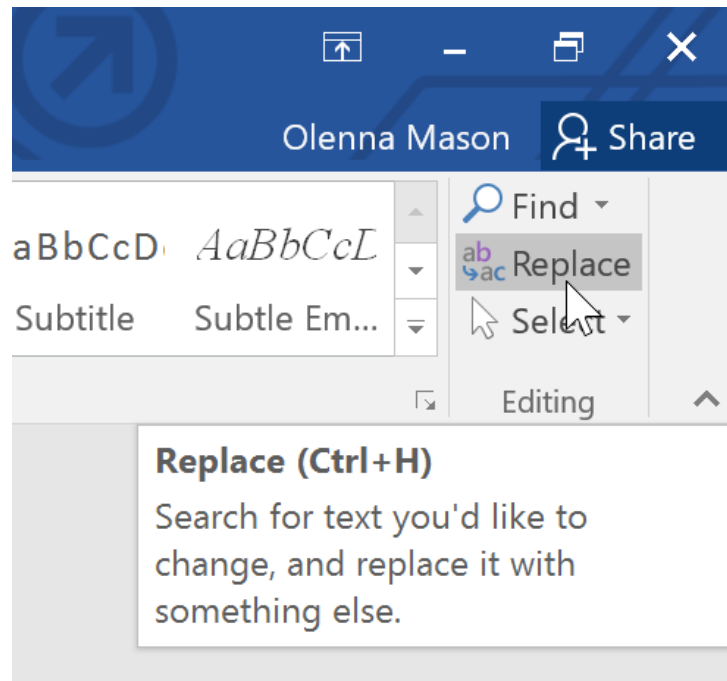
3. If the text is found in the document, it will be highlighted in yellow and a **preview of the results** will appear in the **navigation pane**. Alternatively, you can click one of the results below the narrows to jump to it.



## To replace text

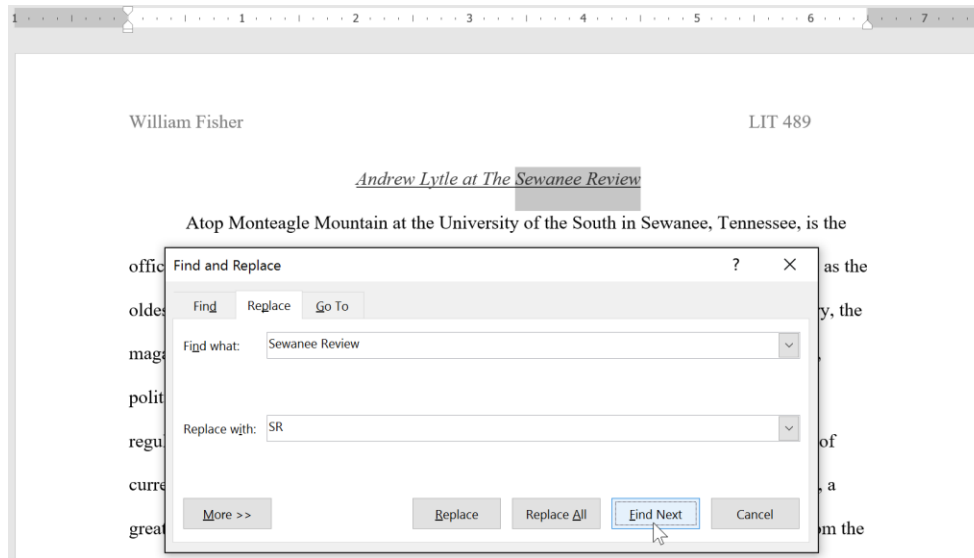
At times, you may discover that you've made a mistake repeatedly throughout your document – such as misspelling a person's name – or that you need to exchange a particular word or phrase for another. You can use Word's **Find and Replace** feature to quickly make revisions. In our example, we'll use Find and Replace to change the title of a magazine so it is abbreviated.

1. From the **Home** tab, click the **Replace** command. Alternatively, you can press **Ctrl + H** on your keyboard.



2. Type the text you want to find in the **Find what:** field.
3. Type the text you want to replace it with in the **Replace with:** field. Then click **Find Next**.
4. Word will find the first instance of the text and **highlight** it in gray.

5. **Review** the text to make sure you want to replace it. In the example, the text is part of the title of the paper and does not need to be replaced. We'll click Find Next again to jump to the next instance.



6. If you want to replace it, you can click **Replace** to change individual instances of the text. Alternatively, you can click **Replace All** to replace every instances of the text throughout the document.

- **Inserting Comments**

You can write a comment to the translator using the Comment feature in the Insert Menu. The comment will be displayed in a bubble when the cursor moves over the word where the comment was inserted.

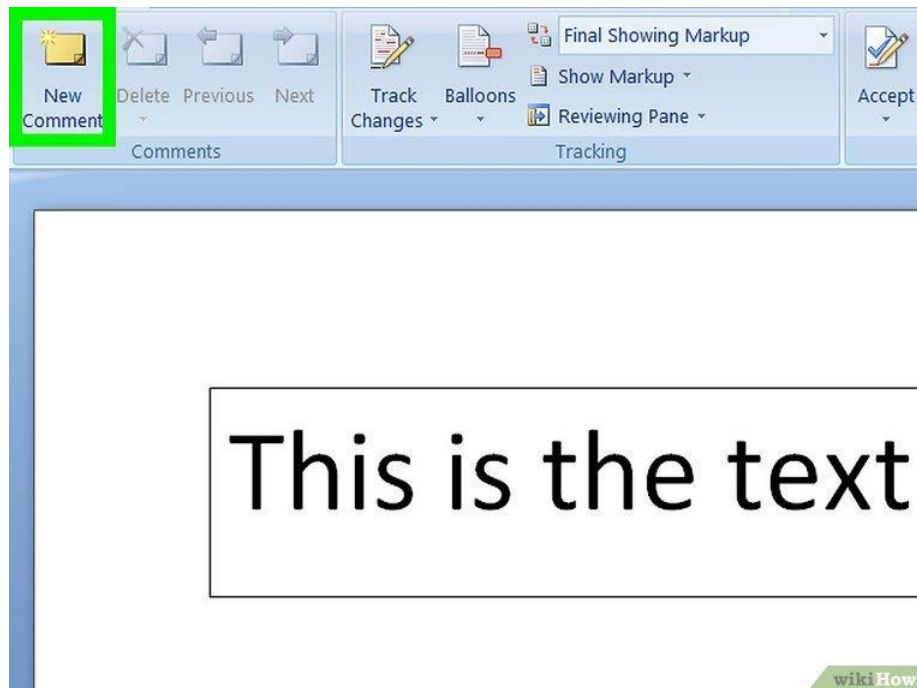
How to add a comment in Ms. Word (retrieved from wikiHow):

1. Double-click a Word document you wish to change. Doing so will open the document in Ms. Word.

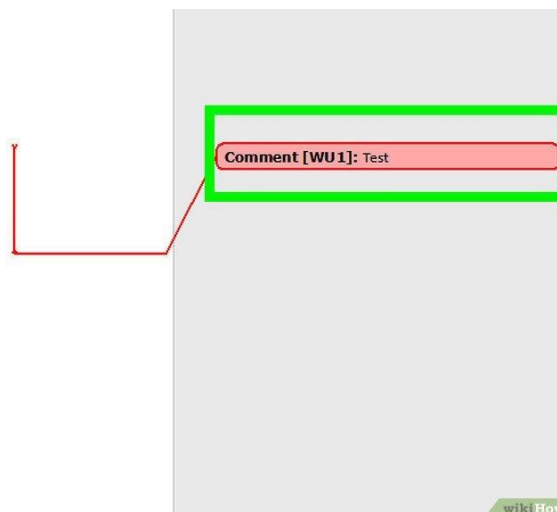
2. Click and drag your cursor across some text. This will highlight the text.

You'll want to highlight everything on which you wish to leave a comment (e.g. an entire sentence or paragraph)

3. Click **New Comment**. It is at the bottom of the right-click menu.



4. Click **New Comment**. Type your comment. It will appear on the right side of the Ms. Word window.

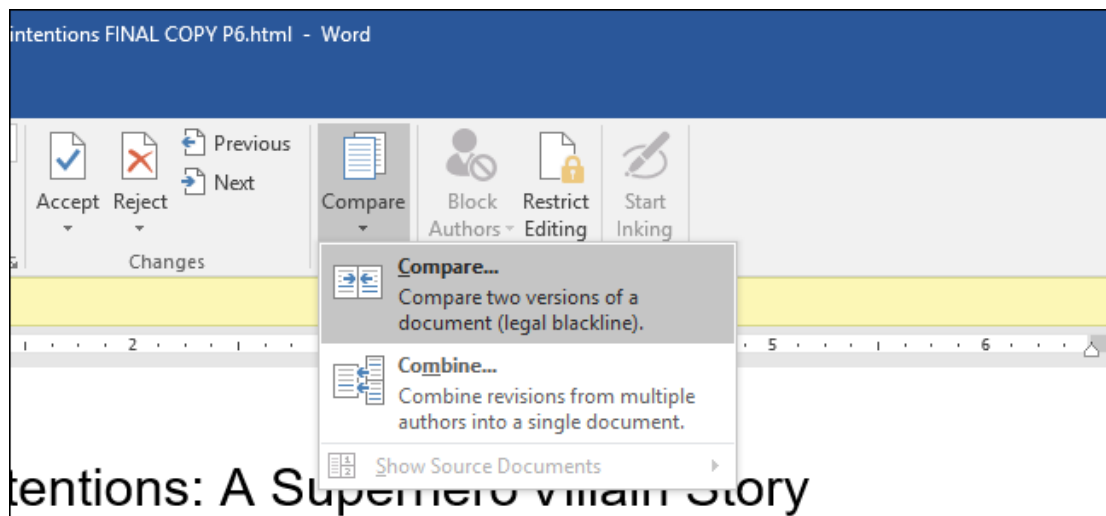


- **Comparing Two Versions of a Document**

There is a function that lets you compare any two files. You can use Compare Documents to see the differences between an unrevised and revised text, or the differences between a text that has been partially self-revised and a text that has been fully self-revised. Note that you must save each version of the text under a different filename.

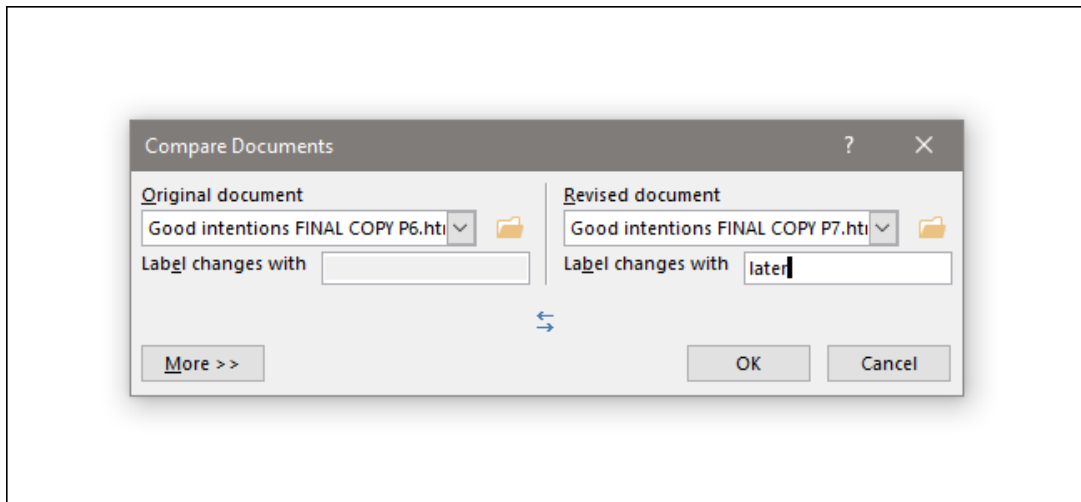
**How to use Microsoft Word's Compare Feature? (Retrieved from: [howtogeek.com](http://howtogeek.com), Michael Crider)**

1. Open Word and any document file. (It can be one of the ones you're comparing, another document entirely, or simply a blank project.) Click the "Review" tab at the top of the screen to open the ribbon menu, then click the "Compare" button – it will be near the right side of the menu.



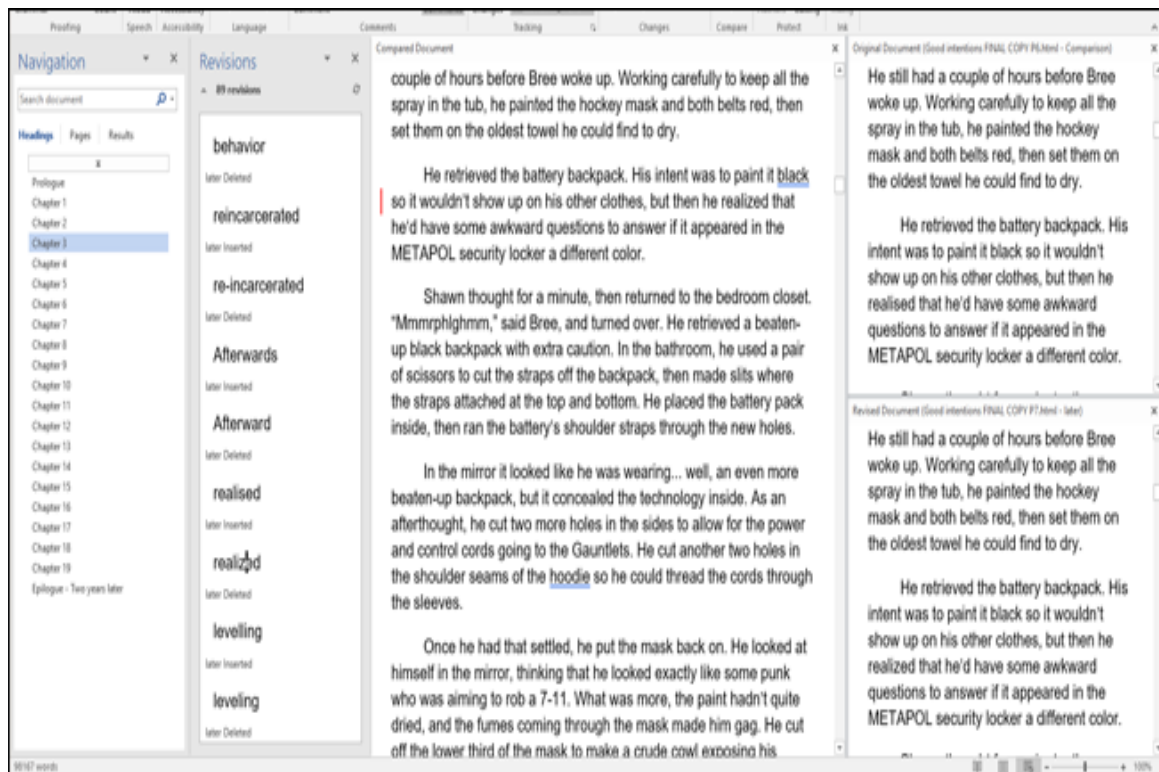
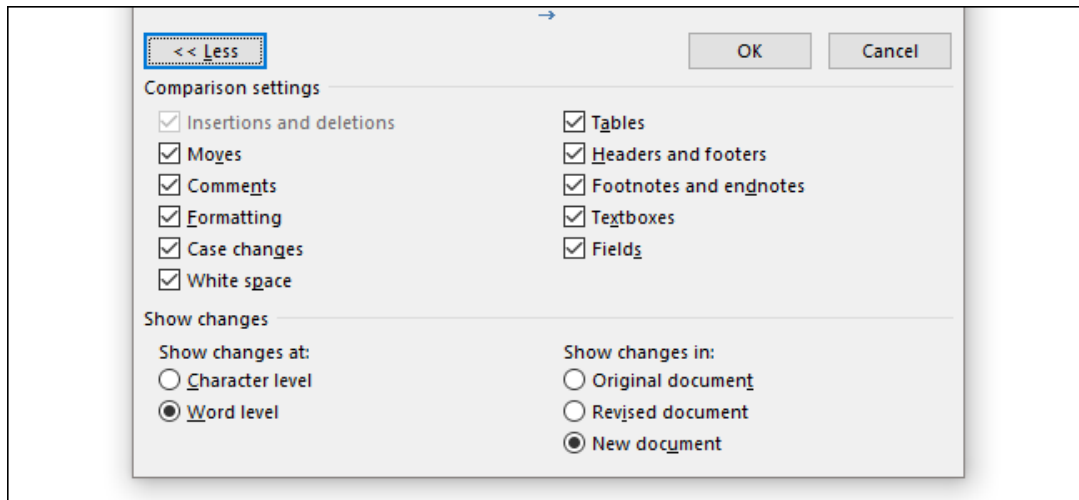
2. Click "Compare" again if another menu opens. Then in the new window, select your two documents: the "Original" (or earlier) document, and the "Revised" (or later) document. If you don't see either in the dropdown

menu, click the folder icon on the right to browse to the document using your file browser.



3. Under “Label changes with,” you can set a note to help you keep track of which difference belongs to which document. Here the example is “later” since it’s the latest revision of the manuscript. You can only add a tag to the revised document, but you can switch between them with the double-arrow icon.
4. Click the “More” button to see advanced option. Note the “show changes at” option, which shows individual changes either one character at a time or one word at a time. Click “OK”. Word will open up a complicated-looking selection of panes in a single document. From left to right, you have an itemized list of changes, a full view of the “Revised” document with red marks on the left margin indicating changes, and a double pane showing the original and revised documents stacked. Scrolling your mouse wheel will

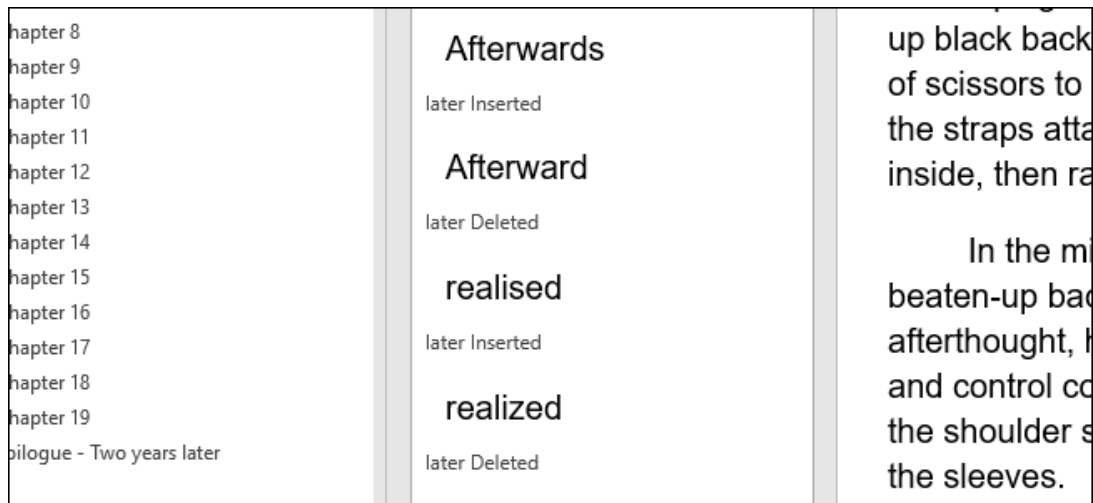
scroll all three of the primary panes at once, but you can use the scroll bars on the right of each to scroll the individual panes to each.



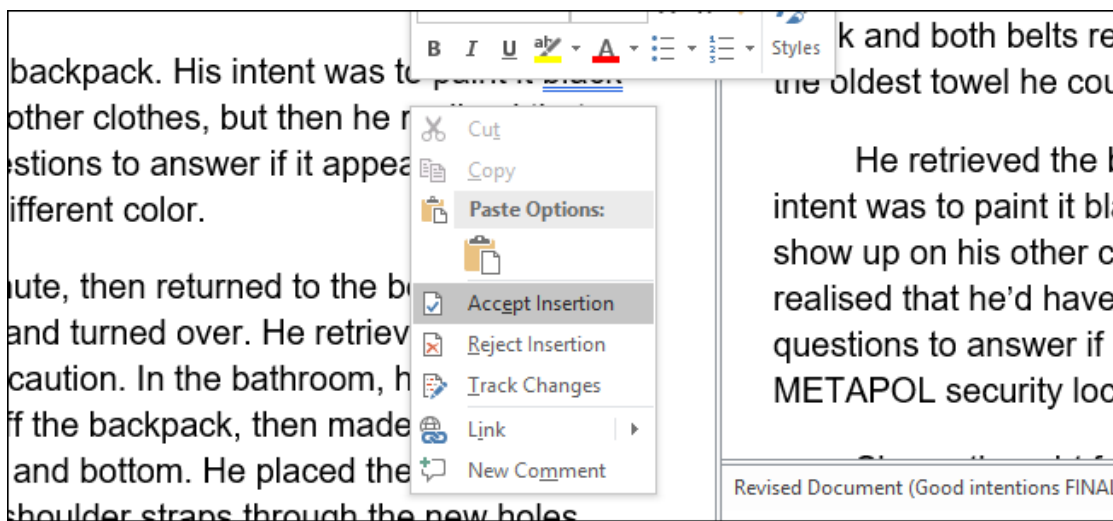
The Revisions pane is the most useful here. It shows each change, what was removed, and what was added, in order from the top of the document to the



bottom. It's a fantastic way to see the differences in the text and formatting at a glance. Clicking on any of the entries in the Revisions pane will instantly scroll the other panes to the relevant position.



Once you've used the Revisions tab to find the specific revision, you can right-click on the relevant text in the center pane. Click "Accept" or "Reject" (followed by the corresponding action) to keep or revert the change, respectively.



You can save this compared document as a separate file that won't affect either of the documents you're currently viewing, just click File-Save as, and save it like

any other Word document. Note that the Compare feature isn't available if either the document has password protection or its changes are protected in Word. You can change this setting in the individual documents by clicking Review-Track Changes.

**Task V:**

Please translate following text into English. Every group translates the same text and later will compare the translation product of each group. Please present the results of your translation in the class and get some suggestions from your friends. Don't forget to share the copies of your translation products with your friends, so they can compare and give you some suggestions. Please pay attention to the correct use of specific terminologies, the word choice and the English grammar. You may use the Features of Ms. Word that you've learned in this chapter to produce more accurate translation product.

- Rohimatun Na'ima, 2015 (Implementasi Pendidikan Agama Islam dalam Meningkatkan Budaya Religius Santri di Pesantren Rakyat Al-Amin SumberPucung Malang)

**Pembahasan**

Setelah peneliti mengumpulkan data dari hasil penelitian yang diperoleh dari hasil wawancara/interview, observasi dan dokumentasi maka selanjutnya peneliti akan melakukan analisis data untuk menjelaskan lebih lanjut dari penelitian. Sesuai dengan analisis data yang dipilih oleh peneliti yaitu peneliti menggunakan analisis deskriptif kualitatif (pemaparan) dengan menganalisis data yang telah peneliti

kumpulkan dari wawancara, observasi dan dokumentasi selama peneliti mengadakan penelitian dengan lembaga tersebut. Data yang diperoleh dan dipaparkan oleh peneliti akan dianalisis oleh peneliti sesuai dengan hasil penelitian yang mengacu pada rumusan masalah. Dibawah ini adalah hasil dari analisis peneliti, yaitu:

A. Implementasi Pendidikan Agama Islam di Pesantren Rakyat Al-Amin  
Sumberpucung Malang

Pendidikan merupakan suatu proses pembelajaran yang dilaksanakan secara sistematis oleh pendidik kepada peserta didik dalam hal membimbing, mengarahkan dan memajukan pertumbuhan jasmani dan rohani peserta didik untuk menjadi pribadi yang lebih baik (Insanul Karim). Sebagaimana yang telah tercantum yang telah dirumuskan dalam Undang-Undang Sistem Pendidikan Nasional pada pasal 1 UU RI Nomor 20 tahun 2003 yakni:

“Pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat bangsa dan negara.”

Ki Hajar Dewantara sang tokoh pelopor pendidikan Indonesia menyatakan bahwa pendidikan berarti daya upaya untuk memajukan pertumbuhan nilai moral (kekuatan batin atau karakter), fikiran (intellect) dan tumbuh anak yang satu dan

lainnya saling berhubungan agar dapat memajukan kesempurnaan hidup, yakni kehidupan dan penghidupan anak-anak yang kita didik selaras.

Dalam pembahasan penelitian implementasi pendidikan agama Islam dalam meningkatkan budaya religius santri di Pesantren Rakyat Al-Amin ini bahwa terdapat pelaksanaan kegiatan belajar mengajar Pendidikan Agama Islam yang baik, sistematis dan kondisional. Pasalnya di Pesantren Rakyat Al-Amin ini penerapan pendidikan agama Islam dalam membentuk budaya religius santri dan meningkatkan budaya religius santri ini tidak hanya terlaksana dan terpaku dalam kelas saja akan tetapi proses pembelajarannya sinergi dengan lingkungan alam dan sosial.

#### B. Faktor Pendukung dan Faktor Penghambat Penerapan Pendidikan Agama Islam dalam Membentuk Budaya Religius Santri

Dalam pengembangan implementasi pendidikan agama Islam dalam meningkatkan budaya religius santri di Pesantren Rakyat Al-Amin tentunya terdapat faktor pendukung dan penghambat terlaksananya proses budaya religius santri di antaranya:

- Faktor pendukung adalah semangat, dorongan motivasi diri dalam diri itu yang berperan penting dalam perjuangan Pesantren Rakyat Al-Amin nantinya.
- Sedangkan untuk faktor penghambatnya adalah lingkungan yang mana lingkungan Pesantren Rakyat Al-Amin merupakan lingkungan abangan, dekat pasar, stasiun serta tempat prostitusi sehingga memunculkan orientasi masyarakat yang kontra terhadap Pesantren Rakyat Al-Amin, sehingga

pengaruh negatifnya masih ada yang tertular terhadap santri pendukung yaitu masyarakat lingkungan pesantren rakyat al-amin yang masih belum paham tentang agama Islam.

### C. Upaya Pesantren Rakyat Al-Amin dalam Meningkatkan Budaya Religius Santri

Upaya Pesantren Rakyat Al-Amin dalam meningkatkan Budaya Religius Santri sebagai berikut:

- 1) Diskusi yang didalamnya terdapat siraman rohani dan internalisasi nilai-nilai Islam.
- 2) Istiqomah dalam berbuat hal kebaikan dan kebiasaan yang telah menjadi budaya dan diterapkan dalam kehidupan sehari-hari.
- 3) Mengembangkan sifat sabar dan ikhlas
- 4) Berjalan melalui aturannya ala Rasulullah berdasarkan Al-Quran dan Al-hadits. Menjadikan Al-Qur'an dan Al-Hadits sebagai pedoman hidup dan menerapkannya dalam kehidupan sehari-hari tentunya sesuai dengan norma dan nilai-nilai yang ada di masyarakat.
- 5) Membuktikan bahwa datangnya pesantren rakyat al-amin ini akan membawa kebaikan untuk semuanya
- 6) Kiat membentuk tema-tema khusus melalui majelis ta'lim dan istighasah Merekam dan menangkap informasi-informasi yang akan merugikan masyarakat. Jadi, Pesantren Rakyat Al-Amin ini intinya mengajak untuk ibadah, jika sudah berhasil mengajak ibadah (yang dimaksud ini adalah

shalat 5 waktu) maka otomatis santri-santri di pesantren rakyat ini akan tetap menerapkan pendidikan agama Islam dalam meningkatkan budaya religius, karena apa dalam Pendidikan Agama Islam di dalamnya sudah termasuk ajaran yang dari al-Qur'an dan hadits.”

Dari pembahasan di atas dapat ditarik kesimpulan bahwa proses implementasi pendidikan agama Islam dalam meningkatkan budaya Religius tidaklah luput dari peran guru Pendidikan Agama Islam yaitu yang meliputi ustadzah-ustadzah yang begitu dominan, dimana Pendidikan Agama Islam tidak hanya dalam rangka mempersiapkan peserta didik untuk meyakini, memahami, dan mengamalkan ajaran agama Islam melalui kegiatan bimbingan, pengajaran atau pelatihan yang telah ditentukan untuk mencapai tujuan yang telah ditetapkan, tetapi Pendidikan Agama Islam juga menuntut guru dalam memberi suri tauladan dan semangat.

Hal ini berarti bahwa guru akan merubah perilaku santri yang tadinya baik menjadi pribadi yang lebih baik lagi untuk kedepannya, karena peran guru tidak hanya memberikan pengetahuan akan tetapi juga menanamkan budi pekerti pada peserta didik, sehingga beberapa faktor pendukung dan penghambat di atas nantinya dapat dievaluasi.

**Good luck!**

## **Chapter VI**

### **Subtitle**

#### **A. Overview**

Subtitles are text derived from either a transcript or screenplay of the dialog or commentary in films, television programs, video games, and the like, usually displayed at the bottom of the screen, but can also be at the top of the screen if there is already text at the bottom of the screen. They can either be a form of written translation of a dialog in a foreign language, or a written rendering of the dialog in the same language, with or without added information to help viewers who are deaf or hard of hearing to follow the dialog, or people who cannot understand the spoken dialogue or who have accent recognition problems.

#### **Translation**

Translation can be used to translate dialog from a foreign language into the native language of the audience. It is not only the quickest and cheapest method of translating content, but is also usually preferred as it is possible for the audience to hear the original dialog and voices of the actors.

Subtitle translation can be different from the translation of written text. Usually, during the process of creating subtitles for a film or television program, the picture and each sentence of the audio are analyzed by the subtitle translator; also, the subtitle translator may or may not have access to a written transcript of the dialog. Especially in the field of commercial subtitles, the subtitle translator often interprets what is meant, rather than translating the manner in which the dialog is

stated; that is, the meaning is more important than the form – the audience does not always appreciate this, as it can be frustrating for people who are familiar with some of the spoken language; spoken language may contain verbal padding or culturally implied meanings that cannot be conveyed in the written subtitles. Also, the subtitle translator may also condense the dialog to achieve an acceptable reading speed, whereby purpose is more important than form.

### **Subtitles vs. dubbing and lecturing**

The two alternative methods of “translating” films in a foreign language are dubbing, in which other actors record over the voices of the original actors in a different language, and lecturing, a form of voice-over for fictional material where a narrator tells the audience what the actors are saying while their voices can be heard in the background. Lecturing is common for television in Russia, Poland, and a few other East European countries, while cinemas in these countries commonly show films dubbed or subtitled.

### **Types of subtitles**

Subtitles exist in two forms; open subtitles are “open to all” and cannot be turned off by the viewer; closed subtitles are designed for a certain group of viewers, and can usually be turned on/off or selected by the viewer. The Hardsubs (open subtitles) text is irreversibly merged in original video frames, and so no special equipment or software is required for playback. These subtitles cannot be turned off unless the original video is also included in the distribution as they are now part of the original frame, and thus it is impossible to have several variants of



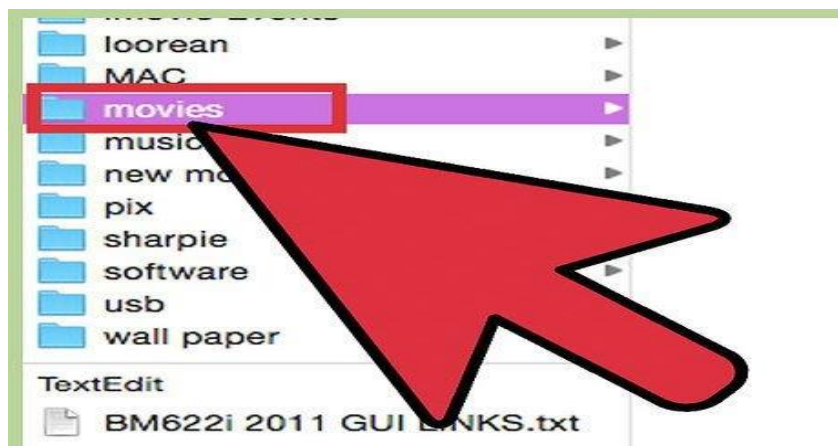
subtitling, such as in multiple languages. Softsubs (Closed subtitles) are separate instructions, usually a specially marked up text with time stamps to be displayed during playback. It requires player support and, moreover, there are multiple incompatible subtitle file formats.

## **B. How to create subtitle?**

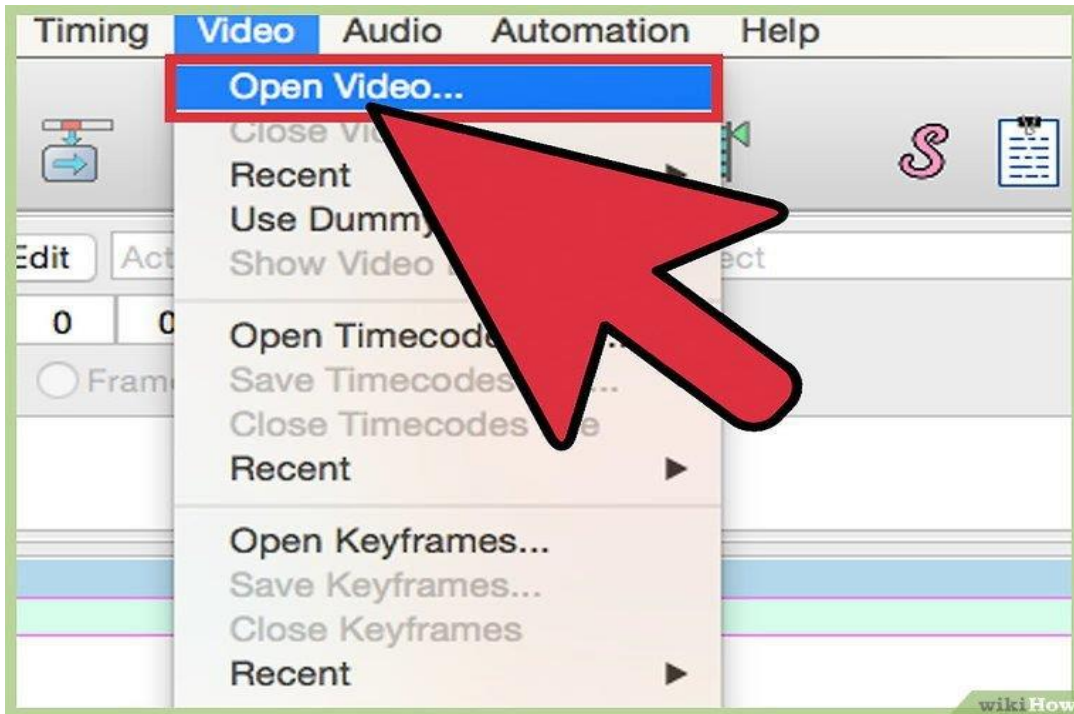
Aegisub is a free, cross-platform open source tool for creating and modifying subtitles. Aegisub makes it quick and easy to time subtitles to audio, and features many powerful tools for styling them including a built-in real-time video preview. Following are some steps taken from wikiHow about ways of using the open source software called Aegisub to create your own subtitles:

### **Setting Up Aegisub**

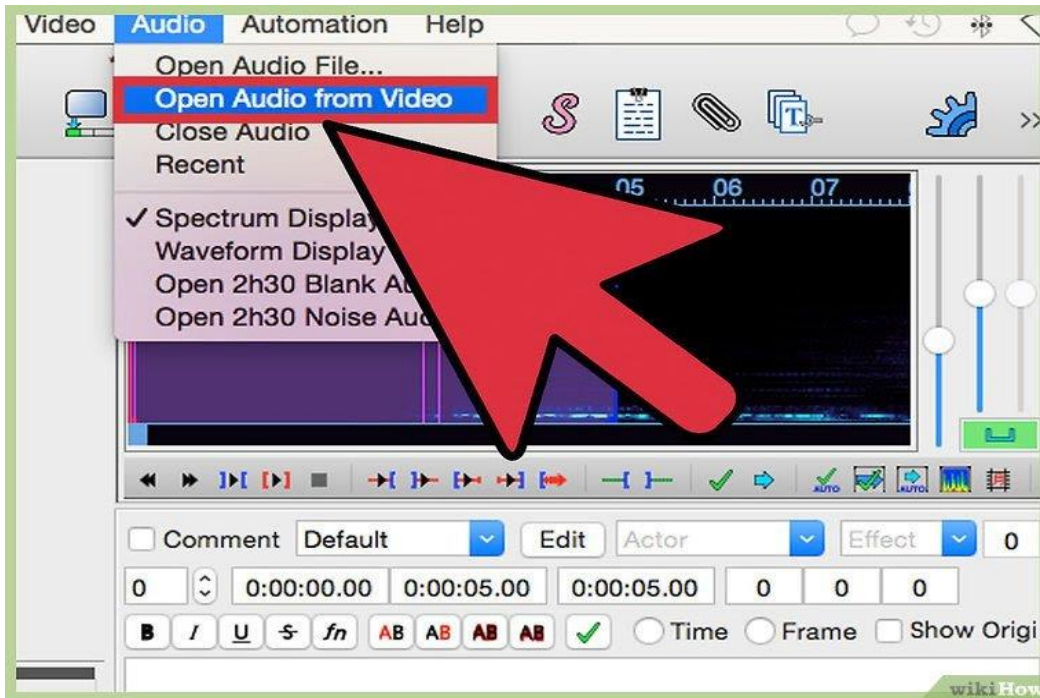
1. Prepare the movie file on which you want to create subtitles. If you want to create subtitles for a DVD, you will need to rip the DVD first. Store the movie file in a permanent location, such as in a specially created folder. In this article, we will be using the movie Transformers for our examples in the above screenshots.



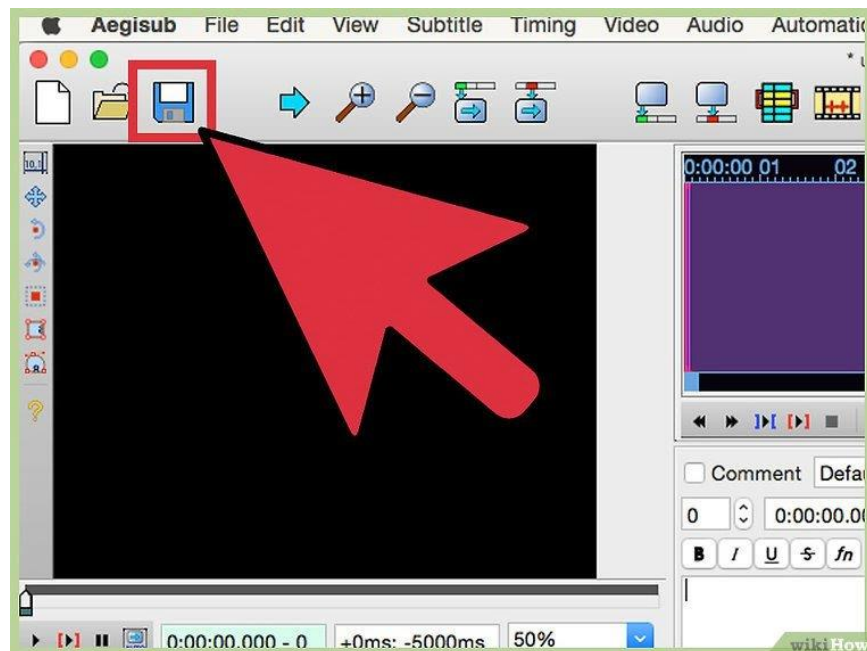
2. Load the movie file into Aegisub. Open up Aegisub, then click on the Video menu and select Open Video...Browse for your vide file and click Open. Depending on the size and length of your video, this process could take quite a while.



- After the video loading process completes, you should see the video display located at the upper left of Aegisub.
3. Load the soundtrack from the video. Click on the Audio menu and select Open Audio from Video. This will automatically rip the audio from your video soundtrack and import it into Aegisub. Again, depending on the size and length of your video, this process could take quite a while.

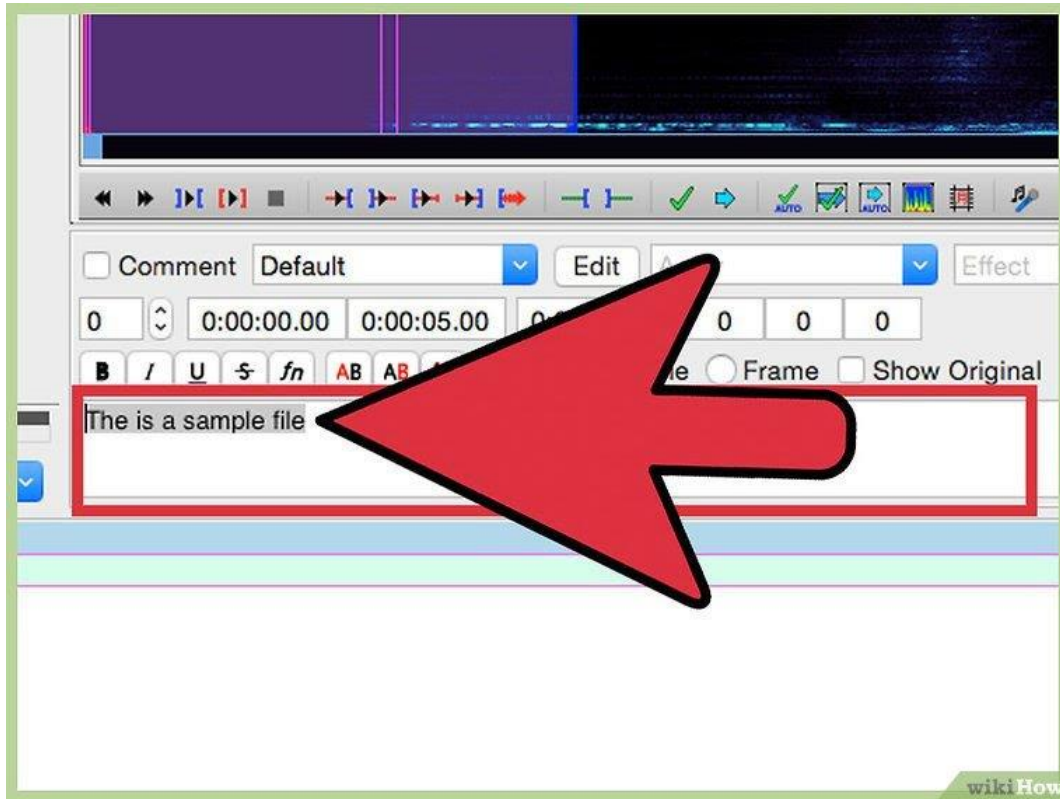


- After the audio loading process completes, you should see audio waveform display to the upper right of Aegisub.
4. Save your changes. Click on the Save icon located in the toolbar, or simple press Ctrl + S to save your work.

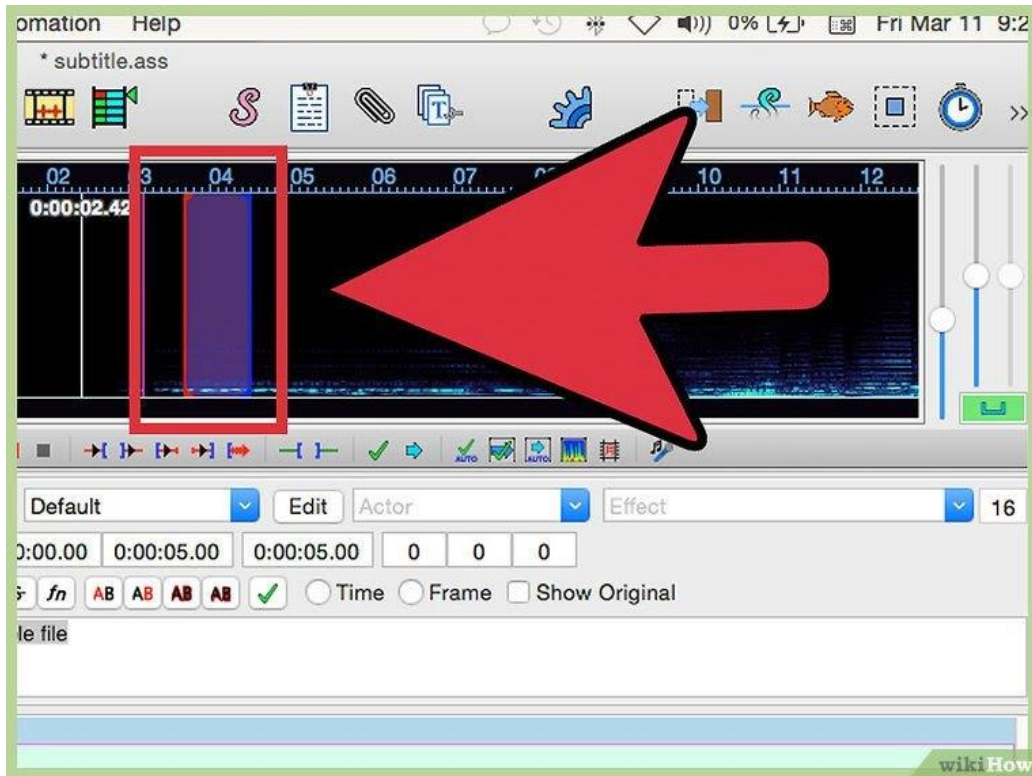


## Creating the subtitles

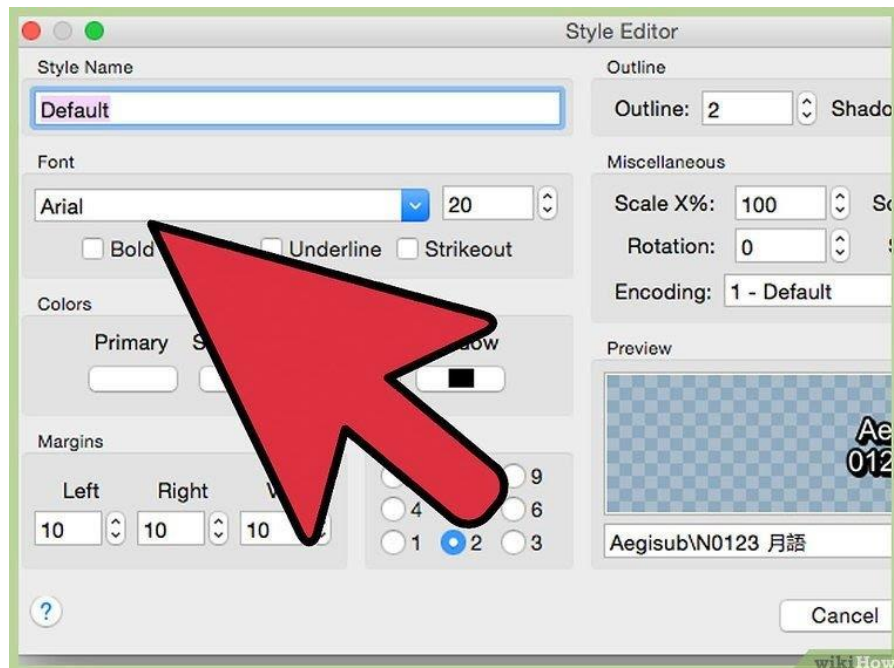
1. Type in the text. Under the audio waveform, there is a text box. Type the desired text in this box.



2. Choose where in the video your text will show up. As you might have already seen, there are two frames in the audio window; one is red, and the other blue. The red simply signifies when the text will appear, and the blue signifies where the text will end. Hold the left mouse button down and drag the red frame to the beginning of the waveform; then drag the blue frame to the end of the waveform.

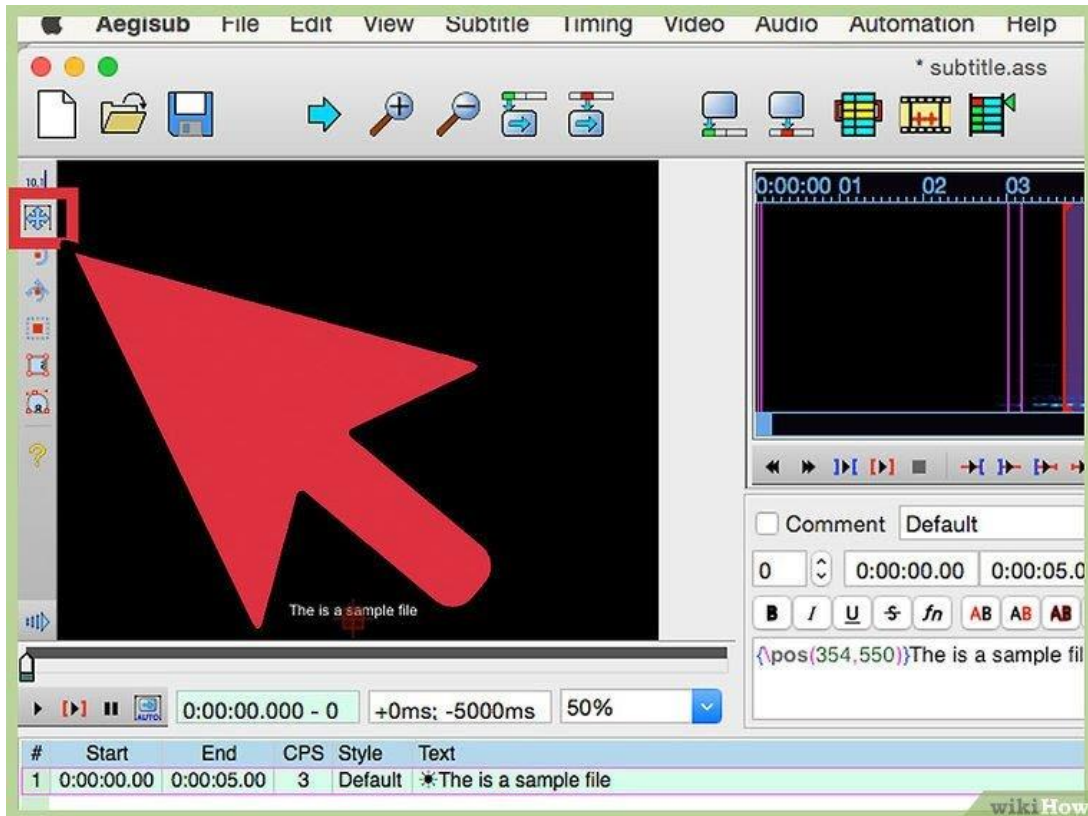


3. Edit the text appearance. If you don't like the way the subtitles appear on the video, you can always edit the size, font, or color using the Styler Manager located under the Video menu.



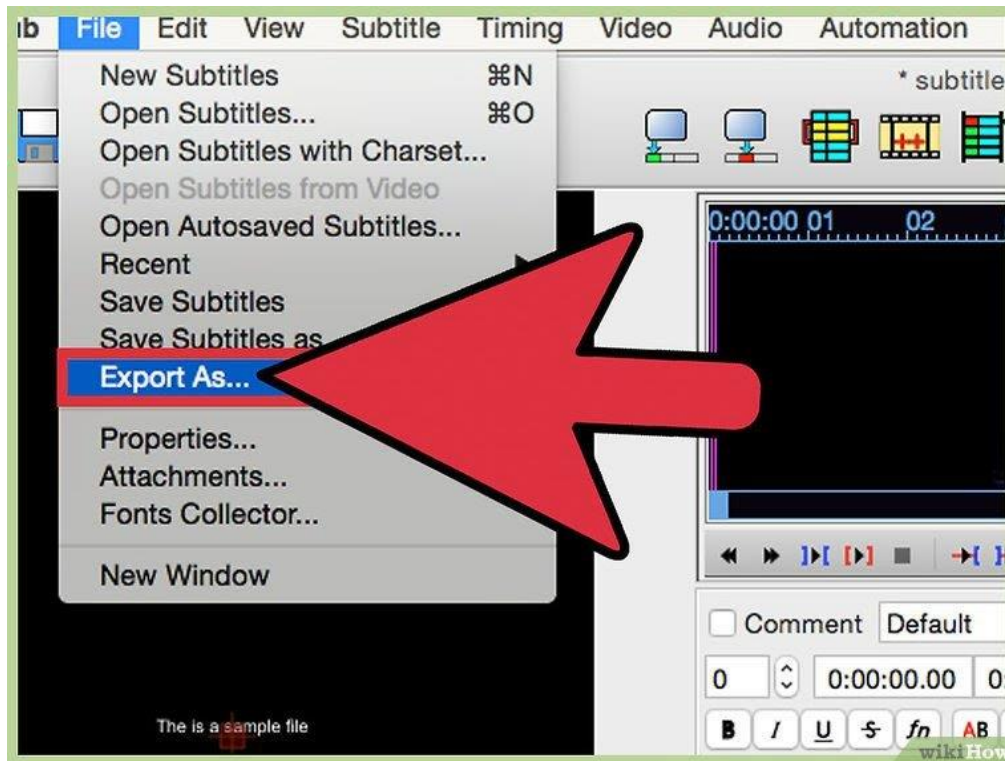


4. Move the text to the desired position. Yes, you can move the subtitles to anywhere you want on the screen. In the vertical toolbar to the left of the video, click the second icon from the top. A square box will appear underneath the videos; just drag and drop the subtitles wherever you like.

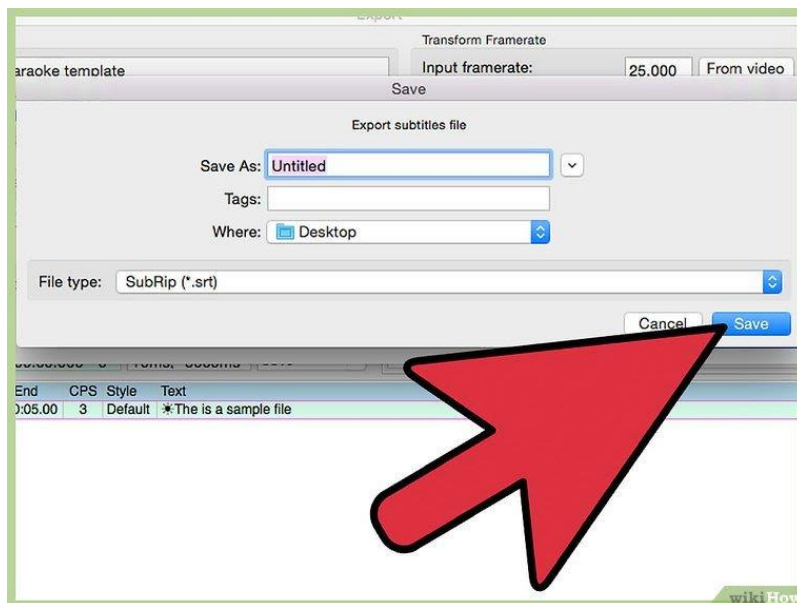


## Exporting the Subtitles

1. Export your subtitles. Under the File menu, click Export Subtitles... Then select the four options in the Filters window. Then click Export...

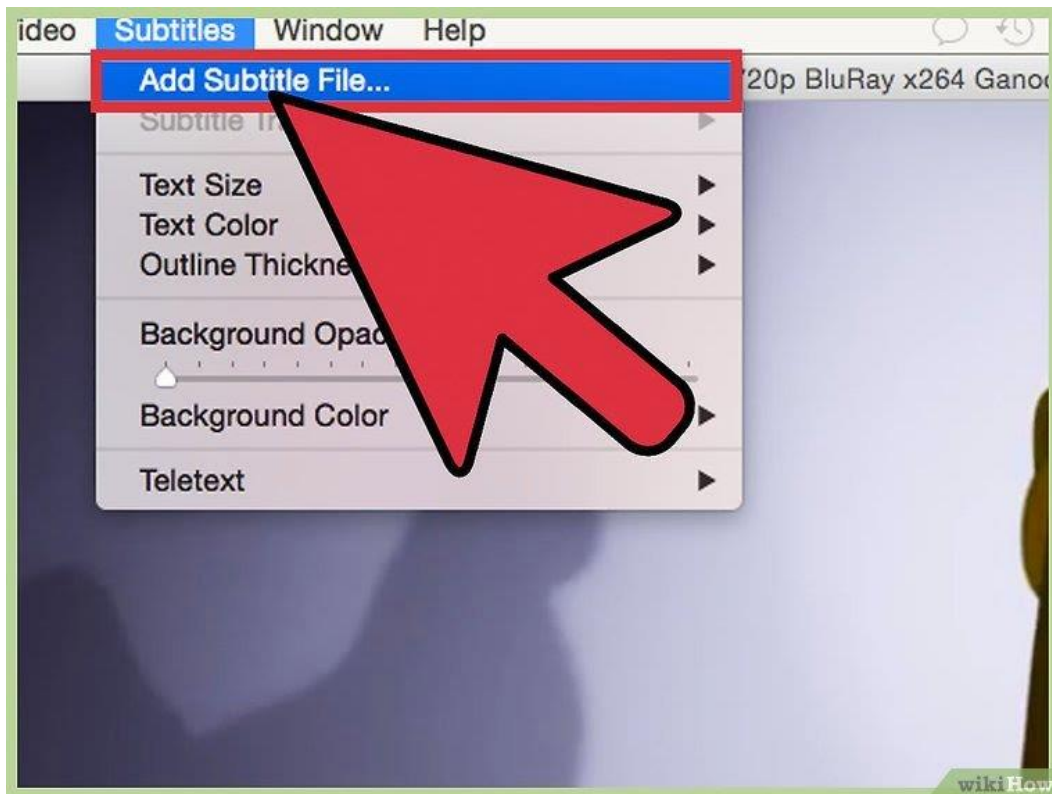


2. Save your subtitles as a .srt file. SubRip is probably the most common subtitle format, so it would be a good idea to save it in that format. Give your subtitle a name, for example; Transformers\_2007\_720p.srt. Be sure to include the .srt extension in the file name.



3. Add your subtitles to a video file. In this article, we will be using VLC.

Open the movie file, then right-click the screen, and under the Subtitles menu, click Add Subtitle File... Then navigate to your subtitle's location and click OK.



### Task 6:

Download Aegisub from Internet. By using Aegisub, please create a subtitle video for:

1. Promoting tourism places in Medan, for examples; Tour Tjong A Fie Mansion, Have a bowl of soup at Soto Kesawan, Admire Mesjid Raya Al Mashun, Have lunch at Tip Top Restaurant, Dress up at Istana Maimun, Have dinner at Merdeka Walk, Visit the Museum of North Sumatra, Enjoy



a feast at Garuda Restaurant, Walk around Kampung Keling, Visit Medan Post Office, or Explore Rahmat Gallery (for more information click: [www.thecrazytourist.com](http://www.thecrazytourist.com)) .

2. Promoting English Education Department, UINSU, or English Education Club.

NB: Please pay attention to the translation product before adding the subtitles to your video. These are the requirements of completing this task:

- The video is no longer than 5 – 10 minutes.
- The language used in the video is Indonesian.
- The subtitle is in English.
- Post the video on Online Social Media and YouTube.

## **Chapter VII**

### **Translation Procedure, strategy, and method**

#### **A. What is Translation Procedure?**

Translation is a field of various procedures. In addition to word-for-word and sense-for-sense procedures, the translator may use a variety of procedures that differ in importance according to the contextual factors of both the ST and the TT. Translation procedures are technical devices used to transfer the meaning of a text in one language into a text in another language. They involve essentially adding structural or lexical elements to those present in the SL or subtracting for them; eliminating elements that are obligatory in the SL but unnecessary in the TL or with no counterpart there, and where disparity between two media goes beyond language pattern, adapting the content of the message so that the TL text will come as close as possible to the intent of the SL text to create a similar impact.

Newmark mentions the difference between translation methods and translation procedures. He writes that, while translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language”.

In order to clarify the distinction between procedure and strategy, the forthcoming section is allotted to discussing the procedures of translating culture-specific terms, and strategies for rendering allusions will be explained in detail.

#### **How many Procedures are there in translation?**

The following are the different translation procedures that Newmark (1988b) proposes:

- Transference: it is the process of transferring an SL word to a TL text. It includes transliteration and is the same as what Harvey (2000:5) named “transcription”.
- Naturalization: it adapts the SL word first to the normal pronunciation, then to the normal morphology of the TL. (Newmark, 1988b:82)
- Cultural equivalent: it means replacing a cultural word in the SL with a TL one. However, “they are not accurate” (Newmark, 1988b:83)
- Functional equivalent: it requires the use of a culture-neutral word.
- Descriptive equivalent: in this procedure the meaning of the CBT is explained in several words.
- Componential analysis: it means “comparing an SL word with a TL words which has a similar meaning but is not an obvious one-to-one equivalent, by demonstrating first their common and then their differing sense components.
- Synonymy: it is a “near TL equivalent.” Here economy trumps accuracy.
- Through-translation: it is the literal translation of common collocations, names of organizations and components of compounds. It can also be called: calque or loan translation

- Shifts or transpositions: it involves a change in the grammar from SL to T, for instance; i) change from singular to plural, ii) the change required when a specific SL structure does not exist in the TL, iii) change of an SL verbs to a TL word, change of an SL noun and so forth.
- Modulation: it occurs when the translator reproduces the message of the original text in the TL text in conformity with the current norms of the TL, since the SL and TL may appear dissimilar in terms of perspective.
- Recognized translation: it occurs when the translator “normally uses the official or the generally accepted translation of any institutional terms.
- Compensation: it occurs when loss of meaning in one part of a sentence is compensated in another part.
- Paraphrase: in this procedure the meaning of the CBT is explained. Here the explanation is much more detailed than that of descriptive equivalent.
- Couplets: it occurs when the translator combines two different procedures.
- Notes: notes are additional information in translation. Notes can appear in the form of footnotes. Although some stylists consider a translation sprinkled with footnotes terrible with regard to appearance. Nonetheless, their use can assist the TT readers to make better judgments of the ST contents.

## B. What is Translation Strategy?

Translation strategies aim to make the best translation. There are many definitions of translation strategies, these include:

- New Webster Dictionary

Strategy is the science of forming and carrying out military operations generalship distinguished from tactics; the use of artifice or finesse in carrying out any project a method, plan, or stratagem to achieve some goal.

- Oxford Advanced Learner's Dictionary

Strategy is the art of planning operations in war, esp. of movements of armies and navies into favorable positions for fighting; skill in managing any affair.

- Newmark

Translation strategies are semantic translation and communicative translation.

- Krings (1986)

Translation strategy is translator's potentially conscious plans for solving concrete translation problems in the framework of a concrete translation task.

- Loescher (1991)

Translation strategy is a potentially conscious procedure for solving a problem faced in translating a text, or any segment of it.

The term "strategy" is conceptually broader than "procedure", hence its use here to refer to a method employed to translate a given element/unit (including a whole text) making use of one or more procedures selected on the basis of relevant parameters.

In general, strategy can be constructed as a rule with the intrinsic ambiguity which characterizes this concept, as well as others such as “norm” or “law”. (Mailhac, 2006). Unlike procedures, strategies are not directly visible as part of the observable translation output. In principle, they fall into three categories; they can be conscious, potentially conscious (e.g. instinctive motives of translational behavior may be accessed through introspection, if required), or totally subconscious (e.g. as would be the case with undesirable strategies such as the ones resulting in various forms of translation. Whenever strategies are not directly accessible through the translator, they need to be hypothesized from the available data.

### **How many Translation Strategies are there?**

To get the best result in translation, it is necessary to use some translation strategies as follows:

According to Newmark :

- **Semantic Translation**

Semantic translation is the translation from a source text with an absolute meaning in the parts of bases of syntaxes and semantic source text meaning. Semantic translation results by having source message considered exactly what the author wanted to say.

- Communicative Translation

Communicative translation is the translation that results the same impression among readers of the source and target language.

According to Nida and Taber :

- Formal Translation

Formal translation is the translation that more concerns in the grammar and meaning of the source text. Sometimes, it can be called as denotative translation. It concerns in styles and meaning of the source text.

- Dynamic Translation

Dynamic translation is the translation that results the same reaction between the recipient of the source and target language. It tries to reach the simple contents or meaning of the text, and creates the same reaction for the reader of the source text and the target text through a suitable translation using cultural and language understanding of the target language.

According to Catford

- Formal Translation

Formal translation is the formal correspondence in any target language category which may be said to occupy as nearly as possible; the same place in economy of target language as the given source language category occupies in the source language.

According to Baker

- **Pragmatics Translation**

Pragmatics translation is the translation that tries to transfer the source text messages by using the communicative aspects of exact language, tones, emotions, and senses.

### **Stages of Translation Strategies**

Generally, a translator will go through the following stages:

- **Preliminary Analysis**

The material is first studied thoroughly to see its value and significance for the public as the readers. Also, the category (scientific / literary) is determined to pinpoint the possible difficulty in finding the equivalent of the term in the text.

- **Exhaustive Style and Context Analysis**

The language style is examined (standard, every, sub standard) to fit the situation. The context that is relabeled to politics will require special jargons or expressions. The translator can tell if the material is easily translated. Otherwise, he or she has to ask an expert in the field for some assistance.

- **Acclimation**

The direction of the translation is determined by analyzing the sentences. At this stage, the process of translation has begun in a conceptual manner or from internal to external text.



- Reformulation of The Text

The translator checks again the type and the content of the translation by comparing the text with the original one to find out the errors or non-sensical sentences. At this stage, correction is done. It should be clear that there is no perfect or 100% translation. The result can either be over translated or under translated.

- Analysis of the Translation

The translator examines whole work and decides whether it is worth publishing or not. He or she can also criticize the quality of the result.

- Reviews and Comparison

This is the final in which the translator can judge if the work is accepted by the public or the readers.

### **C. What is Translation Method?**

Based on Macquarie Dictionary (1982), a method is a way of doing something, especially in accordance with a definite plan. Based on this definition, two important things can be drawn; that method is a way of doing something - how to perform a translation and method with respect to a particular plan is in the implementation of the translation.

Translation method means the translation method used by translators in revealing the overall meaning of the source language into the target language (Syihabuddin 2005:68). According to Newmark (1988: 45-47), translation

methods can be traced in terms of its emphasis on the source language and the target language.

There are some methods in translation, but you have to determine between imitative translation, or functional translation first. The former aims to retain purely formal aspects of the source text, while the latter aims to get the message of the source text even if it takes drastic changes in the formal aspects of the text.

### **How many Translation Methods are there in translation?**

Newmark lists the following translation methods. One focuses on the source text while the other one focuses on the target text.

- Word for word translation

Word-for-word translation is the preservation of word order, or individual word translation including cultural words. The source language word order is preserved and the words translated singly by their most common meanings, out of context.

- Literal translation

Literal translation is the translation which the grammatical structures are converted into the nearest equivalent of the target language. The source language grammatical constructions are converted to their nearest target language equivalents, but the lexical words are again translated singly, out of context.

- Faithful translation

Faithful translation is the translation that constraints the grammatical structures of the target text, but draws on certain contextual factors. It attempts to produce the

precise contextual meaning of the original within the constraints of the target language grammatical structures.

- Semantic translation

Semantic translation emphasizes more on naturalness than in faithful translation, and it translates certain cultural words into neutral equivalents in the TL. It differs from faithful translation only in as far as it must take more account of the aesthetic value of the source language text.

- Adaptation

Adaptation is the freest form of translation, and it is more of a target language/culture based interpretation of the source text. This is sometimes called document design. It is used mainly for plays (comedies) and poetry; the themes, characters, plots are usually preserved. The source language culture is converted to the target language culture and the text is rewritten.

- Free translation

Free translation focuses on the content of the target text rather than the form, which means that the same content is expressed in the target text but with very different grammatical structures. It produces the target language text without the style, form, or content of the original.

- Idiomatic translation

Idiomatic translation uses idioms and colloquialisms that are not present in the source text. It reproduces the message of the original, but tends to distort nuances

of meaning by preferring colloquialisms and idioms where these do not exist in the original.

- Communicative translation

It aims at reproducing the exact message of the source text content and context, but it emphasizes on naturalness and acceptability/comprehensiveness of reader from the target language. It attempts to render the exact contextual meaning of the original in such a way that both content and language as readily acceptable and comprehensible to the readership.

#### **D. The differences among translation method, strategy, and technique**

Translation can not be separated from theory because it provides rules and meaning in translating text. Translation theory is often associated with methods, strategies, and techniques. Molina and Albir (2002) distinguish method, strategy, and technique. According to Molina and Albir, translation strategy is:

“Strategies are related to the mechanisms used by translators throughout the whole translation process to find a solution to the problems they find.”

Regarding to translation strategy, they also added:

Strategies are the procedures (conscious or unconscious, verbal or non-verbal) used by the translator to solve problems that emerge when carrying out the translation process with a particular objective in mind.

Translation method is:

“Translation method refers to the way a particular translation process is carried out in terms of the translator's objective, i.e., a global option that affects the whole text.”

They also added:

“The translation method affects the way micro-units of the text are translated: translation techniques. For example: the aim of a translation method is to produce a foreignising version, then borrowing will be one of the most frequently used translation techniques.” (Molina dan Albir, 2002)

Then, translation technique according to Molina and Albir:

“Techniques describe the result obtained and can be used to classify different types of translation solutions.”

So, Strategies and techniques occupy different places in problem solving: strategies are part of the process, techniques affect the result.” (Molina dan Albir, 2002) “A technique is the result of a choice made by a translator; its validity will depend on various questions related to the context, the purpose of the translation, audience expectations, etc.” (Molina dan Albir, 2002).

## **Chapter VIII**

### **Translating Novel**

#### **A. Translating Prose**

Although there is a large body of work debating the issues that surround the translation of poetry, far less time has been spent studying the specific problems of translating literary prose. One explanation for this could be the higher status that poetry holds, but it is more probably due to the widespread erroneous notion that a novel is somehow a simpler structure than a poem and is consequently easier to translate. Moreover, whilst we have a number of detailed statements by poet-translators regarding their methodology, we have fewer statements from prose translators. Yet there is a lot to be learned from determining the criteria for undertaking a translation, as has been demonstrated above.

For a number of years I have used an exercise designed to discover how the translation of a novel is approached. Students are asked to translate the opening paragraph(s) of any novel and the translations are then examined in group discussion. What has emerged from this exercise, time and again, is that students will frequently start to translate a text that they have not previously read or that they have read only once some time earlier. In short, they simply open the SL text and begin at the beginning, without considering how that opening section relates to the structure of the work as a whole. Yet it would be quite unacceptable to

approach the translation of a poem in this way. This is significant because it shows that a different concept of the imaginary distinction between form and content prevails when the text to be considered is a novel.

It seems to be easier for the (careless) prose translator to consider content as separable from form. As an example of what can happen when the translator stresses content at the expense of the total structure, let us take the following extract; the opening of *The Magic Mountain*:

An unassuming young man was travelling in midsummer, from his native city of Hamburg to Davos-Platz in the Canton of Grisons, on a three weeks' visit. From Hamburg to Davos is a long journey—too long, indeed, for so brief a stay. It crosses all sorts of country; goes up hill and down dale, descends from the plateaus of Southern Germany to the shores of Lake Constance, over its bounding waves and on across marshes once thought to be bottomless.

This fast-moving, energetic passage, consisting of three sentences with four verbs of action and movement pulls the reader straight into the narrative. The nonsense details of the journey and the time of the young man's proposed stay combine with the authorial value judgment on the brevity of the visit. In short, what we have here is a strong descriptive opening, with a powerful authorial presence, and the world picture painted here has close affinities with what the reader perceives as his own rational world.

The problem with this translation comes when it is set against the original German text, and the extent of the distance between the SL and the TL versions is compared. Mann's novel opens as follows:

*Ein einfacher junger Mensch reiste im Hochsommer von Hamburg, seiner Vaterstadt, nach Davos-Platz im Graubündischen. Er fuhr auf Besuch für drei Wochen. Von Hamburg bis dorthinauf, das ist aber eine weite Reise; zu weit eigentlich im Verhältnis zu einem so kurzen Aufenthalt. Es geht durch mehrerer Herren Länder, bergauf and bergab, von der süddeutschen Hochebene hinunter zum Gestade des Schwäbischen Meeres und zu Schiff über seine springende Wellen hin, dahin über Schlünde, die früher für unergründlich galten.*

In this opening passage, the reader is given a series of clues that key him in to some of the codes operating through the novel. It is, of course, not restricted within the boundaries imposed by the realist world and depicts the ideological struggle between such dramatic opposites as health and sickness, life and death, democracy and reaction, and is set in a sanatorium where the characters are 'on holiday', removed from the struggle for existence. The journey depicted in the first few sentences is therefore functioning on more than one level: there is the young man's actual journey; the symbolic journey across a nation; the journey as a metaphor for the quest on which the reader is about to embark. Moreover, in Mann's description of the journey there are deliberate devices (e.g. the use of the



classical term *Gestade* for shore) recalling eighteenth-century modes, for another major line through the novel is an attempt to bring together two stylistic modes, the lyrical and the prosaic. The English translator's compression of Mann's sentence structures reduces the number of levels on which the reader can approach the text, for clearly the translator's prime concern has been to create a sense of rapid movement. So the second sentence has been integrated with the first to form a single unit and the fourth sentence has been shortened by deliberate omissions (e.g. *zu Schiff*—by boat).

The stylized terms describing places have been replaced by straightforward, geographical names and the stately language of Mann's text has been replaced with a series of clichés in a conversational account of an overly long journey. There are also other variations. The introduction of the protagonist in Mann's first sentence in such deliberately decharacterized terms is yet another key to the reader, but by translating *einfacher* (ordinary) as unassuming, the English translator introduces a powerful element of characterization and alters the reader's perspective. And it is difficult not to conclude that the English translator has inadequately grasped the significance of the novel when there is even a case of mistranslation, *Schlünde* (abysses) rendered as marshes.

An example of a different kind of deviation through translation can be found by considering the following passages:

*Il primo di giugno dell'anno scorso Fontamara rimase per la prima volta senza illuminazione elettrica. Il due di giugno, il tre di giugno, il quattro di giugno. Fontamara continuò a rimanere senza illuminazione elettrica. Così nei giorni seguenti e nei mesi seguenti, finché Fontamara si riabitò al regime del chiaro di luna. Per arrivare dal chiaro di luna alla luce elettrica, Fontamara aveva messo un centinaio di anni, attraverso l'olio di oliva e il petrolio. Per tornare dalla luce elettrica al chiaro di luna bastò una sera. (Fontanara, I.Silone)*

On the first of June last year Fontamara went without electric light for the first time. Fontamara remained without electric light on the second, the third and the fourth of June. So it continued for days and months. In the end Fontamara got used to moonlight again. A century had elapsed between the moon-light era and the electric era, a century which included the age of oil and that of petrol, but one evening was sufficient to plunge us back from electric light to the light of the moon. (Fontamara, G.David and E.Mossbacher)

The opening passage of Fontamara introduces the reader immediately to the tone of the work, a tone that will remain through the device of the series of fictitious narrators whose accounts Silone is supposedly recording. And it is the tone, always downbeat and gently ironic even when the most moving and painful experiences are being described, that gives this novel its special quality. In the opening paragraph the narrator describes the transitoriness of progress, the way in which the long, slow development of technology that led to the arrival of electric

light in a small mountain village can be overturned in a single night, and the faintly mocking, almost resigned tone is immediately established.

The Italian text consists of five sentences. The first two open with time phrases—*il primo di giugno* locates the start of the narrative on a definite date; *il primo di giugno* opens the sentence that expands on that initial blunt statement and moves the reader on in time. The third sentence again opens with a time phrase, now qualified by the conversational first word *così*, and moves still further into time future, through weeks and months. The final two sentences both open with a verbal phrase of movement: *per arrivare* and *per tornare*, that sum up the point being made in the opening paragraph about the slow movement of technological advancement compared to the speed with which that technology can be abandoned. The language of this paragraph is therefore misleadingly simple, and the almost conversational tone camouflages a heavily rhetorical passage, carefully structured to build to a point of climax and utilizing a series of patterns of repetition (e.g. the various time phrases; phrases such as *illuminazione elettrica*, *luce elettrica*, *chiaro di luna*, etc.).

The English translation has not made any attempt to retain the pattern of five sentences, beginning with either a time phrase or a verb of movement. Instead the second sentence inverts the time phrases, and puts them at the end—which could be defended in terms of English stylistic modes—and the remaining three

sentences are formed by splitting one SL sentence into two and then by joining two other SL sentences together.

This device works well in the first instance, creating the two short, conversational statements beginning ‘So it continued’ and ‘In the end’. But by joining the two SL sentences into a single, long TL sentence, the sense of movement of the original is lost in the clumsy structure. The infinitives *arrivare* and *tornare* have become elapsed and to plunge back, the phrase *attraverso l’olio di oliva e il petrolio* has been expanded (but not made clearer) into a century which included the age of oil and that of petrol. The use of *era* strikes a jarring note, the inversion of the final part of the sentence means that all the impact of the last words of the SL text is lost, and the introduction of the personal pronoun *us* makes the shift in register between the first four sentences and the final one all the more incongruous. Yet there has clearly been an attempt to set up patterns of repetition in the English text (e.g. the repetition of *era*, *century*) even though phrases such as *chiaro di luna* and *luce elettrica* are not translated consistently. In short, it is difficult to see what the criteria behind the English translation were, for there are so many inconsistencies. What does seem apparent, however, is that the English translators have not given adequate consideration to the function of the stylistic devices used by Silone.

Wolfgang Iser, developing Roman Ingarden’s discussion of the ‘intentional sentence correlatives’ that make up the world presented in the literary text,<sup>19</sup>

points out that the intentional correlatives disclose subtle connections which individually are less concrete than the statements, claims and observations, even though these only take on their real meaningfulness through the interaction of their correlatives.

Iser goes on to state that the sentence does not consist solely of a statement 'but aims at something beyond what it actually says', since sentences within a literary text 'are always an indication of something that is to come, the structure of which is foreshadowed by their specific content'. If the translator, then, handles sentences for their specific content alone, the outcome will involve a loss of dimension. In the case of the English translation of the texts above, the sentences appear to have been translated at face value, rather than as component units in a complex overall structure. Using Popovič's terminology, the English versions show several types of negative shift involving:

- (1) mistranslation of information
- (2) 'subinterpretation' of the original text;
- (3) superficial interpretation of connections between intentional correlatives.

Having begun by stating that I intended to avoid value judgements of individual translations, it might now seem that I have deviated from my original plan. Moreover, it might seem unfair to lay so much emphasis on cases of negative shift that emerge from the first few sentences of a vast work. But the point that

needs to be made is that although analysis of narrative has had enormous influence since Shlovsky's early theory of prose, there are obviously many readers who still adhere to the principle that a novel consists primarily of paraphrasable material content that can be translated straightforwardly.

And whereas there seems to be a common consensus that a prose paraphrase of a poem is judged to be inadequate, there is no such consensus regarding the prose text. Again and again translators of novels take pains to create readable TL texts, avoiding the stilted effect that can follow from adhering too closely to SL syntactical structures, but fail to consider the way in which individual sentences form part of the total structure. And in pointing out this failure, which is first and foremost a deficiency in reading, I believe that I am not so much passing judgement on the work of individuals as pointing towards a whole area of translation that needs to be looked at more closely.

## **B. Translating Novel**

Hilaire Belloc laid down six general rules for the translator of prose texts:

1. The translator should not 'plod on', word by word or sentence by sentence, but should 'always "block out" his work'. By 'block out', Belloc means that the translator should consider the work as an integral unit and translate in sections, asking himself 'before each what the whole sense is he has to render'.

2. The translator should render idiom by idiom ‘and idioms of their nature demand translation into another form from that of the original. Belloc cites the case of the Greek exclamation ‘By the Dog!’, which, if rendered literally, becomes merely comic in English, and suggests that the phrase ‘By God!’ is a much closer translation. Likewise, he points out that the French historic present must be translated into the English narrative tense, which is past, and the French system of defining a proposition by putting it into the form of a rhetorical question cannot be transposed into English where the same system does not apply.
3. The translator must render ‘intention by intention’, bearing in mind that ‘the intention of a phrase in one language may be less emphatic than the form of the phrase, or it may be more emphatic’. By ‘intention’, Belloc seems to be talking about the weight a given expression may have in a particular context in the SL that would be disproportionate if translated literally into the TL. He quotes several examples where the weighting of the phrase in the SL is clearly much stronger or much weaker than the literal TL translation, and points out that in the translation of ‘intention’, it is often necessary to add words not in the original ‘to conform to the idiom of one’s own tongue’.

4. Belloc warns against *les faux amis*, those words or structures that may appear to correspond in both SL and TL but actually do not, e.g. *demande*—to ask translated wrongly as to demand.
5. The translator is advised to ‘transmute boldly’ and Belloc suggests that the essence of translating is ‘the resurrection of an alien thing in a native body’.
6. The translator should never embellish.

Belloc’s six rules cover both points of technique and points of principle. His order of priorities is a little curious, but nevertheless he does stress the need for the translator to consider the prose text as a structured whole whilst bearing in mind the stylistic and syntactical exigencies of the TL. He accepts that there is a moral responsibility to the original, but feels that the translator has the right to significantly alter the text in the translation process in order to provide the TL reader with a text that conforms to TL stylistic and idiomatic norms.

Belloc’s first point, in which he discusses the need for the translator to ‘block out’ his work, raises what is perhaps the central problem for the prose translator: the difficulty of determining translation units. It must be clear at the outset that the text, understood to be in a dialectical relationship with other texts (see intertextuality p. 82) and located within a specific historical context, is the prime unit. But whereas the poet translator can more easily break the prime text



down into translatable units, e.g. lines, verses, stanzas, the prose translator has a more complex task. Certainly, many novels are broken down into chapters or sections, but as Barthes has shown with his methodology of five reading codes (see S/Z, discussed by T.Hawkes, *Structuralism and Semiotics*, London, 1977) the structuring of a prose text is by no means as linear as the chapter divisions might indicate. Yet if the translator takes each sentence or paragraph as a minimum unit and translates it without relating it to the overall work, he runs the risk of ending up with a TL text like those quoted above, where the paraphrasable content of the passages has been translated at the cost of everything else.

The way round this dilemma must once again be sought through considering the function both of the text and of the devices within the text itself. If the translators of Silone had considered the function of the tone they would have understood why the careful rhetorical patterning of the opening paragraph needed closer examination. Likewise, if the translator of Mann had considered the function of the description of both the young man and the journey, she would have understood the reasons for Mann's choice of language. Every prime text is made up of a series of interlocking systems, each of which has a determinable function in relation to the whole, and it is the task of the translator to apprehend these functions.

Let us consider as an example the problem of translating proper names in Russian prose texts, a problem that has bedeviled generations of translators. Cathy

Porter's translation of Alexandra Kollontai's *Love of Worker Bees* contains the following note:

Russians have a first ('Christian') name, a patronymic and a surname. The customary mode of address is first name plus patronymic, thus, Vasilisa Dementevna, Maria Semenovna. There are more intimate abbreviations of first names which have subtly affectionate, patronizing or friendly overtones. So for instance Vasilisa becomes Vasya, Vasyuk, and Vladimir becomes Volodya, Volodka, Volodechka, Volya.

So the translator explains, quite properly, the Russian naming system, but this note is of little help during the actual reading process, for Cathy Porter retains the variations of name in the TL version and the English reader is at times confronted with the bewildering profusion of names on a single page all referring to the same character. In short, the SL system has been transported into the TL system, where it can only cause confusion and obstruct the process of reading.

Moreover, as Boris Uspensky has shown in his valuable book *A Poetics of Composition*, the use of names in Russian can denote shifts in point of view. So in discussing *The Brothers Karamazov* Uspensky shows how the naming system can indicate multiple points of view, as a character is perceived both by other characters in the novel and from within the narrative. In the translation process, therefore, it is essential for the translator to consider the function of the naming system, rather than the system itself. It is of little use for the English reader to be

given multiple variants of a name if he is not made aware of the function of those variants, and since the English naming system is completely different the translator must take this into account and follow Belloc's dictum to render 'idiom by idiom'.

## Chapter IX

### Problems in Translation

#### A. Overview

Some problems will appear to affect the translation activities, every effort of translation results in a slight amount the removal of meaning, meaning replacement, the addition of meaning, or meaning interpretation. Translation, on the other hand, when practiced by relatively bilingual individuals and especially when done by person with limited proficiency in one or both languages involve a risk of spilling-over of idioms and usages from the source language into the target language.

On the other hand, inter-linguistic spillages have served the useful purpose of importing calques and loanwords from a source language into a target language that had previously lacked a concept or convenient expression for the concept. Thus, a translator may face a problem of not finding an equivalent translation. In addition to this, Larson (1984:56) mentions:

*There will be the words in the source language and receptor language that are very similar in context (contain the same meaning components), but not all will match by any means. Not all language communities have the same ideas.*

From the statement above, Larson believes that language combines meanings differently and a translator has to accept the consequences that there will be many words which do not have an exact word equivalent in the receptor language.

Considering the fact that a single word may be translated by one word or by a number of words in the receptor language, and that the lexical structures of the two languages are different then the way the concepts are expressed will be different.

The central problem of translating has always been whether to translate literally or freely. The argument has been going on since at least the first century B.C. up to the beginning of the nineteenth century, many writers favored some kind of ‘free’ translation; the spirit, not the letter. The sense not the words; the message rather than the form; the matter not the manner. This was the often revolutionary slogan of writers who wanted the truth to be read and understood. Then, at the turn of the nineteenth century, when the study of cultural anthropology suggested that the linguistic barriers were insuperable and that the language was entirely the product of culture, the view that translation was impossible gained some currency, and with that, if it is attempted at all, it must be as literal as possible.

## **B. Problems in translating text**

In this chapter we will consider some particular problems of translation. Some of the challenges of translations that we all face are:

- Ambiguity

Every word would have one and only one meaning. But, as we all know, this is not the case. When a word has more than one meaning, it is said to be lexically ambiguous.

When a phrase or sentence can have more than one structure it is said to be structurally ambiguous.

Ambiguity is a pervasive phenomenon in human languages. It is very hard to find words that are not at least two ways ambiguous, and sentences which are (out of context) several ways ambiguous are the rule, not the exception. This is not only problematic because some of the alternatives are unintended (i.e. represent wrong interpretations), but because ambiguities ‘multiply’.

- Idioms

Among the obvious difficulties that arise when considering machine translation is the treatment of idioms. Somehow one can envisage how a machine could proceed in a kind of word-by-word translation but it is exactly this type of translation which collapses when confronted with an idiom which by definition, to wit, definition 3 of Webster's Collegiate Dictionary. Roughly speaking, idioms are expressions whose meaning cannot be completely understood from the meanings of the component parts. For examples:

*If Sam kicks the bucket, her children will be rich.*

Meaning: ‘If Sam dies, her children will be rich’. This is because ‘kick the bucket’ is an idiom.

*take the bull by the horns*

Meaning: face and tackle a difficulty without shirking

- Untranslatability

Untranslatability is a property of a text or of any utterance, in one language, for which no equivalent text or utterance can be found in another language when translated.

A text or utterance that is considered to be "untranslatable" is actually a lacuna, or lexical gap. You can make use of the translation procedures that are available in cases of lacunae or lexical gaps: borrowing, calque, adaptation, paraphrasing or even creating a new word.

Here are some examples of untranslatable words.

*Bling* - English\_ Slang for expensive and flashy jewelry, clothing, or other possessions or the flaunting of such possessions or the flashy lifestyle associated with it.

*Kamaki* - Greek: the young local guys strolling up and down beaches hunting for female tourists, literally "harpoons".

*Hira Hira* - Japanese: the feeling you get when you walk into a dark and decrepit old house in the middle of the night.

*Layogenic* - Tagalog, Philippines: a person who is only goodlooking from a distance.

*Dépaysement* - French – The feeling that comes from not being in one's home country.

*Tingo -Pascuense* (Easter Island) - "the act of taking objects one desires from the house of a friend by gradually borrowing all of them."

*Duende* - “the mysterious power that a work of art has to deeply move a person.”

*Torschlusspanik* - German Translated literally, this word means “gate-closing panic

*Scorie* – Romanian- a mean and ugly woman

- Operational Syntax.

One of the decisive steps in certain methods of machine translation is the determination of the syntactic structure of any given sentence in the source-language (i.e., the language from which we translate) to a required degree of explicitness. Since thinking in terms of machines might perhaps be difficult for the reader, let him imagine an utterly moronic student without the slightest knowledge of either the source language or the target-language, i.e., the language into which the given text is to be translated, and with an extremely restricted understanding of his own native language, but with the following abilities which are rather remarkable for a human being with such a constitution: he is able to identify the letter shapes of the source-language, he has an unfailing and unlimited memory, and he is extremely fast in carrying out those instructions which are formulated in that small language fragment he understands.

- Pragmatic translation problems

Pragmatic translation problems arise from the differences between the extraling situations and can be identified by checking on the extratextual factors (sender, receiver, medium, time, place, motive, text function). Present in every translation



task can be generalized regardless of the languages and cultures involved or the direction of the translation process.

- Cultural translation problems

The result of the differences in the norms and conventions guiding verbal and nonverbal behaviour in the two cultures involved each culture has its own habits, norms and conventions they are present in almost every translation task particularly in instrumental translations.

- Linguistic translation problems

Linguistic translation problems arise from structural differences in the vocabulary, syntax and suprasegmental features of the two languages.

### **C. Problem Solving**

“Translation is not a matter of words only: it is a matter of making intelligible a whole culture.”

- Anthony Burgess

We perceive the necessity to look at and appreciate the whole forest -aka culture, and not to stumble on bushes or tree stumps.

The following are some solutions we should take into consideration when translating a text.

- Correct comprehension of the text using reading comprehension strategies: underlining words, translation difficulties, contextualizing lexical items, adapting, analyzing, and so on
- Being able to manage cultural “untranslatability” and lexical ambiguity

- Decoding and re-coding of nomenclatures, figures, tables and charts, standardize terms, acronyms, metonyms, homonyms, etc.
- Translating with the ear and heart
- Must constantly make choices in each paragraph , sentence or translation unit
- Translating without clear instructions is like swimming without water.
- Language is always used within a specific situation; it is always framed by a specific sociocultural context that determines the verbal and nonverbal behaviour will be regarded as appropriate by the participants. A functionally adequate translation can only be produced by someone who knows the target situation for which the text is intended and who is familiar with the communicative conventions valid in the target culture.
- Before piloting a ship, you need some knowledge about tides and shoals and the use of life vests.
- In order to keep up the motivation of the learners and to save them from unnecessary failures, a certain amount of general theoretical and methodological knowledge about the pragmatic and cultural aspects of translation should prepare them for their first practical translation exercises.
- The most important tool for prospective translators is their own native language.

- The linguistic and communicative competence of students who have just left secondary school is necessarily limited to the areas that have been present in their lives up to then (school, hobbies, daily politics, sports, etc.).
- A professional translator nevertheless needs proficiency in other fields as well.
- In order to understand the specificity of another culture, you have to know your own culture first.
- We are not normally aware of how specific our way of seeing and judging the world is, nor of the non universal ways we express our feelings and attitudes, both verbal and nonverbally. If we want to behave in an adequate way in another culture community, we have to compare the behavior conventions of the foreign culture with those of our own. To do this, we have to replace our intuitive behavior patterns with conscious knowledge of our own cultural specificity.
- To use a verb in a wrong tense is less risky than to use it in the right tense at the wrong time. People tend to have a certain natural tolerance of people who do not speak their language perfectly .They would not expect a foreigner to act according to unwritten conventions or social norms all the time; they are willing to explain their culture to foreigners or to overlook occasional mistakes. Someone who speaks the language perfectly, however, is often expected to be familiar with the conventional forms of nonverbal behavior.

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### **Glossary of Terms**

Though not exhaustive, this list explains some of the terms and abbreviations you are likely to encounter in this book.

Backup	An additional copy of a computer file, usually on a floppy disk, as a safety measure should the original file become unusable. Most programs offer an automatic file backup option.
Bilingualism	Using two languages in daily life, but not necessarily in the same context. A person can be bilingual without having a command of both languages in the same area.
Copy	Term used to denote a quantity of text used for a specific purpose, e.g. advertising copy
Electronic Publishing	Electronic, or computerized, document production as opposed to physical document production.
Hard copy	A printed copy of translation or document.
Microsoft Windows	A windowing environment and user interface used to operate PCs in a similar manner to Macintosh.
Scanner	A device that scans and digitizes an image (graphics or text) so that it can be merged with a word processing or DTP package.
Soft copy	A document provided on a computer disk.
Source language	The language from which you translate.
Spell checker	A module within most standard word processing packages to check the spelling of words or detection of unrecognized groups of characters. This is not a substitute for proof checking.
Target language	The language into which you translate.